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ABSTRACT

This guide assembles examples of staff development used by one large school district, Los Angeles Unified School District, to prepare teachers for the new role of mentor. In an effort to help mentors get off to a good start, the district's Professional Development Center assembled a 30-hour program of discussion panels, skill training, and problem solving groups. Four sections of the guide represent the original 30-hour core training: (1) Orientation to the Mentor Role; (2) Assisting New Teachers; (3) Classroom Organization and Management for New Teachers; and (4) Classroom Consultation, Observation and Coaching. Two additional sections reflect revisons and additions now underway: The Mentor as Staff Developer and Cooperation between the Administrator and the Mentor. Each section begins with an overview of the topic and a brief preview of the concepts or skills developed in the individual segments. Each section ends with a short inventory of other resources and references. Numerous handouts and transparencies are also included. (SI)

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A LEADER'S GUIDE TO MENTOR TRAINING

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Office of Educational Research and Improvement
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A Leader's Guide to Mentor Training

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About ERIC

The Educational Resources Information Center (ERIC) is a national information system operated by the U.S. Department of Education. The ERIC Clearinghouse on Educational Management, one of several such units in the system, was established at the University of Oregon in 1966. ERIC serves the education community by disseminating research results and other resource information that can be used in developing more effective educational programs. Research results and journal articles are announced regularly in ERIC's index and abstract bulletins.

Besides processing documents and journal articles, the Clearinghouse prepares bibliographies, literature reviews, monographs, and other interpretive research studies on topics in its educational area.

About FWL

Far West Laboratory for Educational Research and Development is located in San Francisco. With primary funding from the U.S. Department of Education, it conducts research, provides technical assistance and training, and offers evaluation support to schools and education agencies. In addition, for 24 years, FWL has been a federally designated regional laboratory with the charge to provide service and support for the public schools in Arizona, California, Nevada, and Utah. Other funding comes from state and private sources, and addresses the entire range of educational concerns—from preschool experiences through adult literacy.

FOREWORD

Far West Laboratory for Educational Research and Development (FWL) and the ERIC Clearinghouse on Educational Management are pleased to make this publication available to their respective clienteles. FWL has a rich history of helping chart new paths in education, while the Clearinghouse is committed to disseminating information useful for the operation and improvement of elementary and secondary schools.

A Leader's Guide to Mentor Training is an example of the Laboratory's commitment to building and using practitioner knowledge. It developed from a continuing partnership with the Los Angeles Unified School District. FWL helped staff developers capture their accumulated knowledge and organize it into a format that others can use. Far more than a collection of generic do's and don'ts, the guide is a unique legacy of specifics, including presentations, handouts, overheads, timelines, and even preferred room arrangements.

The recognized need to support beginning teachers has led many school districts to enlist veteran teachers to provide that support. But so far, resources for helping veterans who want to assume the new role of mentor have been scarce. This volume helps fill that gap.

Dean H. Nafziger
Director
Far West Laboratory for Educational Research and Development

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Director
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TABLE OF CONTENTS

I. PREPARING MENTORS FOR WORK WITH BEGINNING TEACHERS

Introduction 1
The Thirty-Hour Mentor Training 2
Elements of a Program of Training and Support 4
References and Resources 5

II. ORIENTATION TO THE MENTOR ROLE

Introduction 7
The Training Segments 7
Segment II.1: Overview of the Mentor Program 9
Segment II.2: A Panel Discussion Between Experienced Mentors and New Mentors 10
Segment II.3: Thinking about the Mentor Role (Three Workshops for New Mentors) 15
II.3.1: Leadership Styles and the Mentor 15
II.3.2: Survival Skills for Mentors 27
II.3.3: Support for Good Teaching 65
References and Resources 89

III. ASSISTING NEW TEACHERS

Introduction 93
The Training Segments 93
Segment III.1: A Panel of Mentors and Beginning Teachers 94
Segment III.2: Assisting the New Teacher 101
III.2.1: Icebreakers 101
III.2.2: Organizing a Resource File 102
III.2.3: Orientation to School Procedures 109
References and Resources 117

IV. CLASSROOM ORGANIZATION AND MANAGEMENT FOR NEW TEACHERS

Introduction 119
The Training Segments 120
Segment IV.1: Learnball Workshop 121
Segment IV.2: Classroom Organization and Management 121
IV.2.1: Strength Detectors 121
IV.2.2: Effective Classroom Management and Organization 127
References and Resources 169

V. CLASSROOM CONSULTATION, OBSERVATION AND COACHING

Introduction 171
Elements of Training 171
The Training Segments 172
Segment V.1: Overview of Observation and Conferencing 173
Segment V.2: The Pre-Observation Planning Conference 189
Segment V.3: Observation, Conferencing, and Coaching 199
Segment V.4: Application, Critique and Synthesis of Observation and Conferencing Experiences 243
Segment V.5: Observation Method — Scripting 255
Segment V.6: Post-Observation Conference Techniques 263
Segment V.7: Simulations 277
References and Resources 289

VI. MENTOR AS STAFF DEVELOPER: PRESENTATIONS AND INSERVICE TRAINING

Introduction 291

VII. COOPERATION BETWEEN THE ADMINISTRATOR AND THE MENTOR

Introduction 321

I. PREPARING MENTORS FOR WORK WITH BEGINNING TEACHERS

A Program of Training and Support

INTRODUCTION

The role of the mentor teacher is gaining popularity as a way of providing more effective on-the-job support for beginning teachers. By establishing a mentor teacher program, districts serve two important purposes: they get novice teachers off to a strong start in their first teaching assignment, and they provide recognition and rewards for experienced classroom teachers.

This guide assembles examples of staff development used by one large school district, Los Angeles Unified, to prepare teachers for the new role of mentor. The guide is written for those people in other districts who are contemplating a mentor program, or who are attempting to organize training and support for an existing mentor program.

Los Angeles Unified School District prepared this 30-hour training for new mentors. Completing the training was a prerequisite to actual work as a mentor. Why? Because even the most talented, knowledgeable and energetic classroom teacher typically has had few opportunities to learn and practice the skills of assisting other adults—especially fellow professionals.

Of course, many of the teachers who were selected as mentors in Los Angeles had offered their help informally to beginning teachers for years. "Just ask if you need anything" is often heard by new teachers from their experienced colleagues. But the title of "mentor" holds out something more promising and professionally rigorous than occasional companionship, casual tips, or help in a crisis. The title "mentor" underscores the special expertise demanded of its holder.

Mentoring differs from regular classroom teaching in a number of ways:

- ***Mentors continue to teach while serving as a mentor*** to one or more beginning teachers. This arrangement is advantageous because it allows mentors to remain fully and credibly in touch with teaching. Mentors may also make their classrooms available to others. The disadvantage to this arrangement is that mentors are stretched thin in their efforts to do a good job of teaching and a good job of mentoring.
- ***Mentors understand the typical needs and problems of the novice teacher.*** A mentor's knowledge extends beyond memories of his or her own first year. Mentors are able to summarize in their own words the main lessons from research on the experience of the first-year teacher. They are able to assemble practical examples of problems and solutions from the experience of many teachers.
- ***Mentors prepare themselves to be especially helpful in areas known to be difficult for novice teachers.*** Foremost among these are classroom management, basic lesson design and delivery, and evaluating student progress.
- ***Mentors take teaching out of the realm of the intuitive.*** They have a conception of their work that is more than simply a bag of tricks. Mentors are able to describe and demonstrate underlying principles of teaching and learning. They

plan units, lessons, materials and tests with other teachers. In these and other ways, they make teaching (and learning) less private and more public. Mentors make the accumulated wisdom of experienced teachers accessible to novice teachers.

- ***Mentors prepare themselves for effective one-on-one consultation with individual teachers.*** They develop specific methods for the useful observation of classroom teaching. They organize their schedules to leave time for discussion, joint planning, observation, and feedback. They learn how to talk clearly and straightforwardly about teaching without offending the teacher or damaging the teacher's self-esteem.
- ***Mentors also prepare themselves for work with groups of teachers.*** They learn the elements of effective meetings and the skills of group facilitation. They learn how to plan and present a good workshop. They become skilled at making presentations to large and small groups. They are able to build teams of teachers to work on improvements in curriculum and instruction.
- ***Mentors develop strategies for using a variety of resources*** on behalf of beginning teachers. They allocate release time, or serve as brokers or linkers to people and materials. They help organize others for mutual support.
- ***Mentors develop strategies for gaining acceptance and support*** for their work within a school. They establish clear expectations and ground rules for their work in a school—with administrators, experienced teachers, and beginning teachers. They work visibly enough and usefully enough to earn the title of mentor.

THE 30-HOUR MENTOR TRAINING

In an effort to help mentors get off to a good start, the Los Angeles Unified's Professional Development Center assembled a 30-hour program of discussion panels, skill training, and problem-solving groups. As the program grew, the center increasingly relied on experienced mentors to conduct parts of the training.

SETTING PRIORITIES

Not all of the demands of mentoring can be covered thoroughly in a 30-hour training. The priorities Los Angeles Unified set for its core training reflected four considerations:

1. *What aspects of mentoring are most important to new mentors at the start of their mentorships?*

   Teachers who were selected as mentors were honored by their selection, but were uncertain what was expected of them. Thus, the training included a three-hour panel and a three-hour workshop session on what mentoring would mean in the district, in a school, and for individuals.

   The hardest part of being a mentor, the staff reasoned, would be getting into another teacher's classroom—and then being useful enough to earn an invitation to return! Thus, the training also included a six-hour introduction to techniques of classroom observation, conferencing, and coaching.

2. *What aspects of the beginning teacher's experience most required assistance?*

   The most persistent problem for first-year teachers is classroom management and organization. Classroom management has also been the topic of extensive research that has been well-translated into useful, practical advice. Thus, the training included approaches that mentors could take to assist beginning teachers with classroom organization.

3. *In what areas was the district best equipped to provide training and support for the new mentor program?*

   In its first year of mentor training, the district assembled those experienced trainers and well-tested materials that seemed most germane to the tasks of mentoring. In subsequent years, they have added experienced mentors as trainers, as well as materials and activities drawn directly from the program experience.

4. *What would be left out of this 30-hour sequence?*

   The district made decisions about where to concentrate its resources. Those decisions reflected certain trade-offs. Figure 1 (page 4) outlines seven components of a program of training and support for mentors; the priorities established by Los Angeles Unified are shown by asterisks.

The district concentrated on equipping mentors for one-on-one consultation. In the original training

program, no special attention was given to preparing mentors to lead inservice workshops, group facilitation, or presentations.

The district wagered that classroom management and organization was the one area in which the largest number of beginning teachers could use help; mentors were on their own to decide how to help in areas of curriculum and instruction. Many teachers selected as mentors were already familiar with the district's "quality skill building" training, focused on elements of effective instruction. The 30-hour mentor training concentrated primarily on helping the beginner as teacher; mentors relied on their own experience to show beginners the ropes of working as an employee of a large and complex district.

The training concentrated on the mentor's relationship with beginning teachers. No special attention was given to helping mentors and administrators define their relationship with one another; the working arrangements varied substantially in the first year or two.

RENEWAL TRAINING FOR EXPERIENCED MENTORS

As they plan a renewal training for experienced mentors, district staff are again faced with questions of priority. It seems likely that clarifying and strengthening the relationship between mentors and administrators will head the list, followed closely by creating opportunities for mentors to share what they've learned, and providing skill training in the area of group facilitation and workshop design.

ELEMENTS OF THE TRAINING

The mentor training is intended to match as closely as possible the actual responsibilities of the mentors, most prominently the effective support of beginning teachers.

This Leader's Guide describes training in six areas. Each section begins with an overview of the topic and a brief preview of the concepts or skills developed in the individual segments. Each section ends with a short inventory of other resources and references.

Four sections represent the original 30-hour core training:

- Orientation to the Mentor Role
- Assisting New Teachers
- Classroom Organization and Management for New Teachers
- Classroom Consultation, Observation and Coaching

Two additional sections reflect revisions and additions now underway:

- The Mentor as Staff Developer: Presentations and Inservice Training
- Cooperation Between the Administrator and the Mentor

TRAINING SCHEDULE AND COMPENSATION

The basic 30-hour training was scheduled for a weekday afternoon (three hours) and full-day Saturday (seven hours) for three successive weeks. Participants had to complete the full 30-hour training before beginning their official work as mentors. NOTE: The times listed for each activity are suggestive.

In the early days of the program, each three-hour overview session was held from 4-7 pm on Fridays, prior to an all-day Saturday training. When district officials discovered that dissatisfaction with the Friday time slot was undermining their intentions to celebrate and inform the mentors as a group, they moved the sessions to a day earlier in the week.

Mentors received no additional compensation for attending the training. Completing the training was considered one of the mentor's responsibilities in Los Angeles Unified, for which mentors received a basic stipend of $4,000.

OTHER TRAINING AND SUPPORT AVAILABLE TO THE DISTRICT'S MENTORS

This guide contains only those elements of training and support organized through Los Angeles Unified's central district office. Long-term follow-up support for the mentors was left in the hands of the district's regional directors of instruction. Among the most useful forms of follow-up support has been the monthly meeting of mentors.

Other topics associated with the development of a mentor program that are not treated here, but that may be important to districts at different stages in planning mentor training include mentor selection, duties and responsibilities, relationships with other experienced colleagues, the role of the union in developing mentor programs, costs, and program or personnel evaluation.

FIGURE 1

ELEMENTS OF A PROGRAM OF TRAINING AND SUPPORT

(Asterisks [*] denote priority areas established by Los Angeles Unified for its 30-hour training)

Orientation to the mentor role

* The basic idea of mentorship
* Mentoring and the teaching profession
* Local district approaches to mentorship
* Organizing the work (responsibilities, priorities, schedules, logistics)
* Skills and survival tips

Relationships with colleagues who are not mentors

Relationships with administrators

Understanding the beginning teacher

Typical needs and problems of first-year teachers

Orientation to the district and the school

* Establishing a mentor-protege relationship

Assisting the beginning teacher

* Organizing and managing the classroom (Effective classroom organization and management; behavior management/discipline; cooperative learning)

Elements of lesson design and instruction (Lesson design; instructional delivery; evaluating student progress)

District program and policy (Curriculum requirements; special programs and resource people; reporting and paperwork procedures; access to resources; teacher evaluation)

Working with colleagues

Consultation with individual teachers (Classroom observation and feedback, or coaching; cognitive coaching; demonstration teaching; co-planning)

Working with groups of teachers (Making presentations; group facilitation/group process; effective training; team-building)

Mentoring the mentor

* Mentor support groups and networks

Newsletters and other "information from a distance"

* Designing basic and advanced mentor training
* University-based masters programs tailored for mentors

The mentor and the school

Understanding school culture

Establishing agreements with administrators

Mentoring, teacher evaluation and confidentiality

Where mentoring fits in the master schedule

Supervision and evaluation of mentors

The mentor and the district

* Policies governing mentor selection, activity, and supervision
* Resources available to mentors (time, budget)

The union's position on mentors

The superintendent's position

The school board's position

I. PREPARING MENTORS FOR WORK WITH BEGINNING TEACHERS:

References and Resources

Other sources of information on the preparation of mentor teachers include the following:

California Institute for School Improvement. The institute offers a series of workshops designed specifically for mentors. Among those offered recently are

"Working Effectively With Beginning Teachers." This one-day session begins by examining the skills and concepts new teachers must know, and develops practical strategies for mentors who work with new teachers.

"Mentor Teacher Master Training Workshop." A three-day workshop designed for new and experienced mentors. Mentors work in the four areas of curriculum, instruction, peer involvement, and teaching adults. Additional mini-sessions are available on special topics (e.g., teaching in the multilingual classroom, or locating and using other resources as a mentor).

"Annual Mentor Conference." This conference is designed for mentors and their supervisors. In past conferences, working effectively with beginning teachers has been one of approximately twelve diverse sessions aimed at new and experienced mentors.

"Teaching Adults." This one-day workshop has been designed specifically for mentors. Mentors learn how to determine what content to present, how to structure activity, how to anticipate potential failure points in a workshop, and how to incorporate elements of peer coaching.

Contact:

Karen Olson
California Institute of School Improvement
1107 9th Street
Sacramento, CA 95814
(916) 447-2474

California State Staff Development and Mentor Teacher Program

Contact:

Jane Holzmann, Consultant
Staff Development and Mentor Teacher Program
California State Department of Education
721 Capitol Mall
P.O. Box 944272
Sacramento, CA 94244-2720
(916) 322-0870

Cognitive Coaching. Developed by Art Costa and Robert Garmston, this training concentrates on the teacher as decisionmaker. When delivered for groups of mentors, the training prepares mentors to work with beginning or experienced teachers from the "teacher as decision-maker" perspective.

Contact:

Arthur L. Costa (Professor of Education, California State University, Sacramento) and
Robert Garmston (Associate Professor of Education, California State University, Sacramento)

Co-Directors
Institute for Intelligent Behavior
2233 Watt Avenue, Suite 285
Jamaica Plaza
Sacramento, CA 95825
(916) 486-0659

Teachers Helping Teachers. One of several programs of teacher empowerment developed by California workshop presenter Kit Marshall. Interactive workshops are accompanied by a manual for each participant. Two new manuals, *Working with the Beginning Teacher* and *Peer Support System Development* should now be available. The Teachers Helping Teachers program and materials have been well-received by mentors.

Contact: Kit Marshall & Associates
P.O. Box 392
Cameron Park, CA 95682
(916) 677-4420

II. ORIENTATION TO THE MENTOR ROLE

INTRODUCTION

One component of the training is devoted to helping experienced classroom teachers become familiar with the new possibilities—and new demands—of mentoring. The sessions are based on these premises:

The mentor role is *important*. It is important because we cannot continue to rely upon a sink-or-swim process to introduce newcomers to the complex work of teaching.

The mentor role is *new*. There are few precedents for such leadership positions in the teaching occupation or in schools. Some teachers have been fortunate in receiving attention and assistance from others, but such arrangements have typically been informal—a matter of chance.

The mentor role is *still not totally understood*. Teachers will be uncertain how to perform it well. The title signals level of knowledge and skill—it means that the mentor has something to offer the beginning teacher that is worth knowing. The title also conveys a relationship (mentor-protege) that is unusual in teaching, where egalitarian traditions run strong, and where professionals may work year after year in isolation from one another.

The mentor role is *personally and professionally rewarding*. It offers intellectual stimulation, opportunity to learn, and recognition. It leaves teachers with a broader understanding of their work and their profession. Mentors confirm their own strengths and develop new ones.

The mentor role is *difficult*. It involves two or more people in intense mutual examination of teaching and learning—it is close to the classroom and close to the bone.

The new mentor role requires preparation of the sort that the classroom alone does not provide. Hence, this training.

THE TRAINING SEGMENTS

This component of the training includes three opportunities to gain an orientation to the role of mentor:

Segment II.1: Overview of the Mentor Program

The entire group of newly selected mentors convenes for one or more two- or three-hour whole group sessions, generally held on a weekday after school. These sessions are designed to serve several purposes:

- To communicate the message that the mentors are important. District officials use this occasion to celebrate the mentors' selection and to place institutional value on this new role. "Attention from the top" is known to be an important symbolic factor in the success of new programs.
- To review state and local guidelines governing the program.
- To describe the resources (e.g., release time) that are available to all mentors to assist them in their work.

Segment II.2: A Panel Discussion Between Experienced Mentors and New Mentors

One of the liveliest sessions in the 30-hour training has been a panel presentation in the style of the "Donahue" show. New mentors have an opportunity to hear *experienced* mentors describe their expectations and their experiences. The experienced mentors start off with brief (and varied!) descriptions, then field the diverse questions posed by the new mentors.

The panel session combines philosophical and practical discussion of teacher-to-teacher relationships, and what might be gained by both parties in a mentor relationship.

Segment II.3: Workshop Sessions: Thinking About the Mentor Role

Three workshop sessions have been designed to help successful teachers become successful mentors.

Segment II.3.1, "Leadership Styles and the Mentor," introduces the notion of the mentor as a leader. Newly selected mentors are often reluctant to single themselves out as leaders, saying "I'm not any better than anyone else—I only want to help." Nevertheless, the title of mentor and the $4,000 stipend mentors receive in Los Angeles, almost *guarantees* that mentors *will* be seen differently. The session relies heavily on the notions of situational leadership developed by Hersey and Blanchard (*The 1976 Annual Handbook for Group Facilitators*, University Associates, Inc., 1976).

Segment II.3.2, "Survival Skills for Mentors," introduces some of the nuts-and-bolts strategies for combining classroom teaching and mentoring. Among the most effective activities is a calendar exercise, in which prospective mentors discover and plan for some of the realities of juggling mentor responsibilities and a continuing classroom teaching load.

Segment II.3.3, "Support for Good Teaching," directs attention to the characteristics of good teaching, and asks mentors to examine the ways in which they can assist beginning teachers to teach well. The training emphasizes that good teaching is more than a matter of personal style. Elements of good teaching can be intentionally learned and refined over time.

In this session, new mentors identify, describe in detail, and discuss what they consider to be the elements of effective teaching.* The session also emphasizes that mentors can help beginning teachers learn faster and with less frustration by making their own knowledge of teaching available and by making intelligent observations of a beginning teacher's work.

** This session does not include an in-depth treatment of recent research on effective classroom teaching. It assumes that mentors bring with them a grasp of recent research on effective classroom teaching.*

As part of the essential knowledge for mentors, we would include research on classroom instruction, classroom organization and management, conditions of student learning, and teacher decisionmaking. In Los Angeles, the district provides classroom teachers, including mentors, with other opportunities to examine the research literature, and to consider how it fits in with their own experience. If such an opportunity has not already been part of the preparation to become a mentor, districts would be well-advised to incorporate it in the mentor orientation.

SEGMENT II.1

OVERVIEW OF THE MENTOR PROGRAM

PURPOSE:

A major purpose of the overview sessions is to communicate the importance of the mentor program and celebrate the selection of the individual mentors.

DEVELOPER:

Human Resources Branch staff, Los Angeles Unified School District

PLANNING CHECKLIST

MATERIALS:

Handouts: Three-ring binder with basic program information and contact names for special requests

TIME REQUIRED:

3 hours for each of 3 sessions

PREFERRED ROOM ARRANGEMENT:

"Phil Donahue" audience panel arrangement

I. OBJECTIVE:

Three overview sessions provide an efficient way to inform all mentors about program guidelines, procedures, and resources. The overview sessions are also a forum for common questions and concerns.

II. PURPOSE:

A major purpose of the overview sessions is to communicate the importance of the mentor program and celebrate the selection of the individual mentors.

III. SEQUENCE OF EVENTS:

A. Introduce yourself, give a brief description of the purpose of this meeting, and explain each overview session.

B. Outline the time required: the overview sessions last three hours each, after school. Each precedes one of the three full-day Saturday workshops that make up the core of the mentor training and includes a break at about mid-point in the agenda. (In Los Angeles, the district cannot afford to provide food and drink for the participants, generally several hundred mentors; however, participants may purchase food during the break from a food concession truck.)

C. Explain that these sessions, like the rest of the training, are considered part of the understood obligations of the mentor position. In Los Angeles Unified, mentors receive no additional compensation beyond the basic $4,000 mentor stipend.

D. Determine ahead of time what information will be covered in each of the three overview sessions. Any session may include one or more of the following presentations:

1. Words of welcome and celebration from top district officials.
2. Information about program guidelines and procedures. These include:

   mentor selection

   mentor responsibilities and duties

   payment

   release time

   use of substitutes

   assignment to beginning teachers and/or schools

   relationships with building principals

   mentor supervision and supervisors

   available resources (materials, money, and people)

   Each mentor receives a three-ring binder with basic program information and contact names for special requests. They are reminded to bring these binders to each subsequent training session.
3. Testimonials by experienced mentors, highlighting the wonders and the traumas of mentorship.
4. Presentations by state officials about the state program and the importance of the

mentor role in state teacher reform initiatives.

5. Presentations by researchers on learning to teach, mentoring, recent developments in the teaching profession, and the professional culture of the school.
6. Presentations by well-known local program specialists on topics that affect mentors as they make the move from classroom teacher to mentor.

SEGMENT II.2

A PANEL DISCUSSION BETWEEN EXPERIENCED MENTORS AND NEW MENTORS

PURPOSE:

The purpose of this panel is to provide new mentors with information on the wide range of experiences mentors may have in their work with teachers. The panelists are experienced mentors.

DEVELOPER:

Jacqualine Sokol, Region F Mentor Teacher, Los Angeles Unified School District

PLANNING CHECKLIST

MATERIALS

Handout: H1. Preparation for a Panel Discussion With New Mentor Teachers (A Discussion Guide for Experienced Mentors)

Additional Materials/Equipment:

1. Stick-on name tags or folded 5" x 8" name cards for panelists
2. Felt-tip markers (multicolor)
3. Watch or clock

TIME REQUIRED:

Contacting panelists: 1 hour

Panelist presentations: 20-30 minutes

Questions and answers: 20-30 minutes

PREFERRED ROOM ARRANGEMENT:

A table and three to five chairs at the front of the room for panelists. Other chairs arranged in horseshoe facing panelists.

I. OBJECTIVE:

A panel discussion between new mentors and experienced mentors provides new mentors with first-hand information about the wide range of mentoring experiences possible in working with new teachers.

II. PURPOSE:

The purpose of the panel discussion is to encourage new mentors to approach the new teacher with a realistic and supportive view.

III. SEQUENCE OF EVENTS:

A. **Contacting Panelists**

Select as panelists experienced mentors from various schools who have had very different mentoring experiences. This ensures that the new mentors will hear a wide range of experiences and views of mentoring.

Provide each panelist [redacted] with Handout 1, "Preparation for a Panel Discussion with New Mentor Teachers," containing discussion topics.

Assign each panelist a specific discussion topic and ask that each panelist plan a five-minute presentation. Circle on the handout sheet the topic number assigned to each panelist before sending it out. Keep a master copy of the subjects assigned for yourself.

Explain that the five minute time period is short and ask the panelists to be prepared to highlight only the main ideas about the topic—ones most important to get across in a short presentation.

Troubleshooting Guide: If it is not possible

to send the panelists a copy of the panel discussion guide, take 10 minutes to read the topics and possible questions over the phone to prepare the panelists. Ask the panelists to arrive 15 minutes before the presentation in order to meet one another.

B. **Setting Up the Panel**

Provide a stick-on name tag for panelists or ask each to write his or her name on a folded 5" x 8" card and place the name cards on the table in front of each panelist.

Introduce the panelists to one another before the panel begins and explain which topics each will discuss.

Remind panelists that it is difficult to anticipate the kinds of questions that might be asked during the question and answer period. It is okay not to know an answer. Also, two or more panelists may want to answer the same question from different points of view.

C. **Moderating the Panel**

Welcome the new mentors and briefly explain the objective, purpose and the panel structure. Panelists should be asked to introduce themselves and state the topic each will address.

As moderator explain that you will be the clock-watcher and will alert the panelists when five minutes are up. Also explain that questions will be held until after all presentations have been completed.

Ask the first panelist to begin. If necessary, interrupt the panelist at the five-minute point and ask that he or she wrap up in another minute. The rest of the presentations should be made in similar fashion.

D. **Question and Answer Period**

After all presentations are completed, ask for questions from the audience. Ask each questioner to give his or her name and district prior to asking the question and to direct questions to a specific panelist if possible.

As moderator make sure that all panelists have opportunities to answer at least one question and to add to or expand on other panelists' answers. Also make sure that not one questioner dominates the question and answer period. If one district or school seems overrepresented in the questioning, you may want to ask for questions from mentors from other districts, grade levels, or content areas.

E. **Panel Wrap-up**

After 20 minutes of questions and answers, alert the audience that they have only 5-10 minutes left. At the 25-minute point, ask for one or two final questions.

After the last question, thank the panelists and the audience. You might wrap up with a reminder that mentoring is new, and new mentors can add considerably to the field by keeping journals of their experiences to share with other mentors as the year progresses.

HANDOUT 1

PREPARATION FOR A PANEL DISCUSSION WITH NEW MENTOR TEACHERS

A Discussion Guide for Experienced Mentors

This sheet offers some ideas to help you prepare to serve on a panel for new mentor teachers. Your three to five co-panelists are experienced mentors from different districts. Our aim is to provide new mentors with a sample of the vast degree of differences possible in the mentoring experience.

Your specific presentation topic is circled below. Each of you will have five minutes for a formal presentation. After all presentations are made, the new mentors will have a 20-30 minute period for questions and answers. It is difficult to anticipate the kinds of questions that may be asked. Consequently, look over the entire list of presentation topics and be prepared to talk about your experiences as they relate to each topic.

I. BASIC INFORMATION

A. Your school and district or region

B. The grade and subject area(s) you teach

C. A profile of your newly assigned teachers

1. The number assigned to you
2. The grade and subject area of each
3. The location (on site or at another school)

II. YOUR SCHOOL'S OR REGION'S APPROACH TO MENTOR RESPONSIBILITIES

Since the panel members are from different regions and schools, your approach to procedures will vary within district and state guidelines. These procedures generally deal with:

A. Interacting with the principal

B. Responsibilities within the region

1. Demonstrations
2. Leading inservices
3. Involvement with workshops

C. Staff development at school site

D. Use of mentor days

E. Use of mentor money

F. Assisting individual teachers via conferences

G. Mentor Teacher Advisory Committee

III. YOUR INDIVIDUAL APPROACH

While all three areas listed below are important, we ask each of you to focus on only one or two aspects of your experience. Remember: you are a mentor, and what you bring to the group with your individual helpful hints elicits the most response. Each person in the audience is seeking a starting point that will suit his or her own situation and personality. The diverse perspectives you bring help the new mentors to begin on a positive basis.

The topics you've been asked to talk about are:

A. **Organizing Your Time**

1. When and how do you arrange demonstrations for on-site teachers?
2. When and how often do you hold group meetings with the new teachers?
3. What will be the purpose of these meetings (registers, grading, conferencing, yard duty, etc.)?
4. What's the best way to use your mentor days?
5. How and when do you arrange time to be spent with individual teachers outside the school day to help with their individual problems?

B. **Personal Interaction**

1. What is your individual approach to classroom visitations?
2. How do you communicate your observations and provide feedback?
3. What methods do you use for encouragement?
4. How do you deal with the unsuccessful teacher?

5. What do you do about the teacher who refuses your help?

C. **Providing Access to Other Resources**

1. When and where do you meet with new teachers prior to school's opening day to acquaint them with on-site procedures that we often take for granted?
2. How do you provide an introduction and access to region or district resource personnel?
3. How do you introduce on-site resource personnel and their functions?

IV. TIPS FOR PANELISTS

If you have any visual aids that your new teachers have found effective, have them available for perusal by the audience. This also includes handouts. Some examples are:

1. A portable file box containing samples of lesson plans, survival techniques for the first day and week, articles on discipline, bulletin board ideas, and other useful reference ideas
2. Model of various room arrangements
3. School handbook

Above all, be realistic and honest, supportive and enthusiastic.

SEGMENT II.3

THINKING ABOUT THE MENTOR ROLE

(Three Workshops for New Mentors)

Segment II.3.1

(Workshop Number One)

LEADERSHIP STYLES AND THE MENTOR

Purpose:

This workshop provides mentor teachers with an awareness of their personal leadership styles, and helps mentors understand why they need to adapt their styles to meet the needs of beginning teachers.

DEVELOPER

Karen Kommer, M.Ed., Teacher Advisor, Los Angeles Unified School District, Former mentor teacher

PLANNING CHECKLIST

MATERIALS

Handouts:

- H1. Agenda
- H2. Leader Effectiveness and Adaptability Description (LEAD)
- H3. Determining Leadership Style and Style Range
- H4. LEAD Explanation

Transparencies:

- T1. Agenda
- T2. Determining Leadership Style and Style Range
- T3. LEAD Explanation

ADDITIONAL MATERIALS/EQUIPMENT:

1. Felt tip markers (multicolor)
2. Overhead transparency felt-tip markers (3 different colors)
3. Large sheets of lined newsprint (12 sheets)
4. Masking tape or other safe adhesive
5. Overhead projector
6. Projector screen
7. Extension cord

SUPPLEMENTAL RESOURCES:

Hersey, Paul and Blanchard, Kenneth N. (1973). Leadership Effectiveness and Adaptability Description (LEAD). *Situational Leadership*, pp. 89-91.

TIME REQUIRED:

Workshop	1 hour 15 minutes
Duplicating materials	20-30 minutes
Set up: work stations (2 sheets of lined newsprint up on the walls in 5 to 6 different areas)	20 minutes
Review workshop material	30 minutes - 1 hour

PREFERRED ROOM ARRANGEMENT:

Tables and chairs in a horseshoe. A small table for the overhead projector, handouts, and transparencies. A screen should be at the front of the room.

I. OBJECTIVE:

The mentor teachers complete an activity using the Leader Effectiveness and Adaptability Description (LEAD).

II. PURPOSE:

The mentor teachers gain an awareness of their personal leadership styles and will learn why they need to adapt leadership styles to meet the needs of their mentees.

III. SEQUENCE OF EVENTS:

A. Opening 5 min. III

1. Distribute copies of Handout 1, the agenda, as mentors enter the room.

2. Introduce yourself and provide a brief background of your own mentor and teaching experiences.

B. Ice Breakers [redacted]

(Choose one of the following icebreakers to use with the group.)

1. Interview one person in the room. Find out the person's name, school, and one positive thing that has happened to that person in the past week. Mentors take turns interviewing each other.
2. Each person introduces him or herself, stating name, school and one positive thing that has happened in the past week.
3. Mentors work in pairs. One person is the mentor teacher and the other assumes the role of a new teacher. The mentor should introduce him or herself to the new teacher and take about two minutes to explain his or her role as a mentor.

   After about two minutes, ask each new teacher to introduce the mentor to the group based on the exchange. Chart the responses.

C. Agenda [redacted]

1. Display Transparency 1, the agenda, on the overhead projector, giving an overview of the session and introducing the objectives.

D. Small Group Activity—Qualities of Effective Mentors [redacted]

1. Ask the group to count off from one to five. Direct the "ones" to a work station, "twos" to another, and so forth. Once the members are in groups, give these directions: "Choose one person in the group to be the recorder. As a group, brainstorm the qualities you feel an effective mentor must possess. The recorder will write the responses." As the groups work, walk around and observe each group.
2. When the groups have finished their task, they are called back together. One person from each group reads the group's description of an effective mentor. (Usual responses: knowledgeable; sympathetic; sense of humor; flexible; caring; good listener; good role model.)

E. Transition [redacted]

Explain to the group, "As you have indicated, an effective mentor must possess many qualities. You will find yourself in different situations, dealing with a variety of personalities. If you want to be an effective mentor, it is important that you be aware of your leadership styles and the style each new teacher will respond to best."

F. Directions for LEAD [redacted]

1. Explain that the Leader Effectiveness and Adaptability Description (LEAD), by Paul Hersey and Kenneth Blanchard, which will be used in this session, is only one of many leadership-style awareness tools. LEAD helps leaders examine their leadership behavior in different settings.
2. Tell mentors that it is important they complete the activity from the viewpoint of a mentor teacher. The word "subordinate" as used in LEAD refers to the new teacher(s) with whom they will be working, though it does not accurately describe how mentors should view their mentees.
3. Give the following directions: "Read each situation and indicate your first response in a consistent manner. For example, mark the first responses with a circle. Reread each situation and respond with a second choice, using a slash." It is important for you to stress that none of the choices may be exactly how they would typically respond, but they need to select choices from the selections provided.
4. Distribute the LEAD instrument, Handout 2. [redacted]

G. LEAD Scoring [redacted]

1. While the mentors are responding to the instrument, distribute the scoring sheet and accompanying chart, Handouts 3 and 4.
2. When the majority of the group has completed LEAD, begin giving scoring directions. Place the overhead transparency of the LEAD scoring instrument on the overhead projector. It shows that each of four scoring boxes has a diagonal line in it.
3. Explain to mentors how to score: Tally all first choices in each column. Place the total number of first choice answers in the top of the diagonal in the appropriate

column. Tally all second choices in each column. Place the total number of second choice answers in the bottom of the diagonal in the appropriate column.

H. LEAD Explanation 20 min. 15

1. Place the transparency of the LEAD explanation on the overhead projector. Explain each leadership style, providing examples from real life situations for purposes of illustration.
2. Indicate that the highest score in the top diagonals of the LEAD scoring sheet indicates the mentor's dominant leadership styles. The highest number in the bottom diagonals indicates their alternative leadership styles.
3. Stress the importance of mentors' awareness of their own styles and the need to be flexible in order to adapt to the needs of new teachers.
4. It is important to note once again that LEAD is a tool and only one of many situational leadership models.

I. Summary 25 min.

1. Summarize the session's activities:
   a. The participants compiled a list of characteristics of an effective mentor.
   b. They have completed one situational leadership inventory to make them more aware of their own leadership styles and the importance of flexibility in their personal styles.

HANDOUT 1/TRANSPARENCY 1

AGENDA

Leadership Styles & The Mentor

The Mentor: Characteristics

Leadership Style Awareness:
LEAD Instrument
by Paul Hersey &
Kenneth Blanchard

SUCCESS FOR THIS SESSION LOOKS LIKE:

An Awareness of:
- Yourself as a leader
- Your leadership style(s)

HANDOUT 2

LEADER EFFECTIVENESS AND ADAPTABILITY DESCRIPTION (LEAD)

Paul Hersey and Kenneth H. Blanchard

DIRECTIONS:

Assume you are involved in each of the following twelve situations. READ each item carefully and THINK about what you would do in each circumstance. Then CIRCLE the letter of the alternative that you think would most closely describe your behavior in the situation presented. Circle only one choice. For each situation, interpret key concepts in terms of the environment or situation in which you most often think of yourself as assuming a leadership role. Say, for example, an item mentions subordinates. If you think that you engage in leadership behavior most often as an industrial manager, then think about your staff as subordinates. If, however, you think of yourself as assuming a leadership role primarily as a parent, think about your children as your subordinates. As a teacher, think about your students as subordinates.

Do not change your situational frame of reference from one item to another. Separate LEAD instruments may be used to examine your leadership behavior in as many different settings as you think helpful.

1. Your subordinates have not been responding to your friendly conversation and obvious concern for their welfare. Their performance is in a tailspin.
   A. Emphasize the use of uniform procedures and the necessity for task accomplishment.
   B. Make yourself available for discussion but do not push.
   C. Talk with subordinates and then set goals.
   D. Be careful not to intervene.
2. The observable performance of your group is increasing. You have been making sure that all members are aware of their roles and standards.
   A. Engage in friendly interaction, but continue to make sure that all members are aware of their roles and standards.
   B. Take no definite action.
   C. Do what you can to make the group feel important and involved.
   D. Emphasize the importance of deadlines and tasks.
3. Members of your group are unable to solve a problem themselves. You have normally left them alone. Group performance and interpersonal relations have been good.
   A. Involve the group and together engage in problem solving.
   B. Let the group work it out.
   C. Act quickly and firmly to correct and redirect.
   D. Encourage the group to work on the problem and be available for discussion.
4. You are considering a major change. Your subordinates have a fine record of accomplishment. They respect the need for change.
   A. Allow group involvement in developing the change, but do not push.
   B. Announce changes and then implement them with close supervision.
   C. Allow the group to formulate its own direction.
   D. Incorporate group recommendations, but direct the change.
5. The performance of your group has been dropping during the last few months. Members have been unconcerned with meeting objectives. They have continually needed reminding to do their tasks on time. Redefining roles has helped in the past.
   A. Allow the group to formulate its own directions.
   B. Incorporate group recommendations, but see that objectives are met.
   C. Redefine goals and supervise carefully.
   D. Allow group involvement in setting goals,

but do not push.

6. You stepped into an efficiently run situation. The previous administrator ran a tight ship. You want to maintain a productive situation, but would like to begin humanizing the environment:
   A. Do what you can to make the group feel important and involved.
   B. Emphasize the importance of deadlines and tasks.
   C. Be careful not to intervene.
   D. Get the group involved in decision making, but see that objectives are met.
7. You are considering major changes in your organizational structure. Members of the group have made suggestions about needed change. The group has demonstrated flexibility in its day-to-day operations.
   A. Define the change and supervise carefully.
   B. Acquire the group's approval on the change and allow members to organize the implementation.
   C. Be willing to make changes as recommended, but maintain control of implementation.
   D. Avoid confrontation; leave things alone.
8. Group performance and interpersonal relations are good. You feel somewhat unsure about your lack of direction of the group.
   A. Leave the group alone.
   B. Discuss the situation with the group and then initiate necessary changes.
   C. Take steps to direct your subordinates toward working in a well-defined manner.
   D. Be careful of hurting boss-subordinate relations by being too directive.
9. Your superior has appointed you to head a task force that is far overdue in making requested recommendations for change. The group is not clear about its goals. Attendance at sessions has been poor. The meetings have turned into social gatherings. Potentially, the group has the talent necessary to help.
   A. Let the group work it out.
   B. Incorporate group recommendations, but see that objectives are met.
   C. Redefine goals and supervise carefully.
   D. Allow group involvement in setting goals, but do not push.
10. Your subordinates, usually able to take responsibility, are not responding to your recent redefining of standards.
   A. Allow group involvement in redefining standards, but do not push.
   B. Redefine standards and supervise carefully.
   C. Avoid confrontation by not applying pressure.
   D. Incorporate group recommendations, but see that new standards are met.
11. You have been promoted to a new position. The previous supervisor was uninvolved in the affairs of the group. The group has adequately handled its tasks and direction. Group interrelations are good.
   A. Take steps to direct subordinates toward working in a well defined manner.
   B. Involve subordinates in decision making and reinforce good contributions.
   C. Discuss past performance with the group and then examine the need for new practices.
   D. Continue to leave the group alone.
12. Recent information indicates some internal difficulties among subordinates. The group has a remarkable record of accomplishment. Members have effectively maintained long-range goals and have worked in harmony for the past year. All are well qualified for the task.
   A. Try out your solution with subordinates and examine the need for new practices.
   B. Allow group members to work it out themselves.
   C. Act quickly and firmly to correct and redirect.
   D. Make yourself available for discussion, but be careful of hurting boss-subordinate relations.

University Associates, Inc. (1976). *The 1976 Annual Handbook for Group Facilitators*, pp. 89-91.

HANDOUT 3/TRANSPARENCY 2

DETERMINING LEADERSHIP STYLE AND STYLE RANGE

Situations	Alternative Actions			
1	A	C	B	D
2	D	A	C	B
3	C	A	D	B
4	B	D	A	C
5	C	B	D	A
6	B	D	A	C
7	A	C	B	D
8	C	B	D	A
9	C	B	D	A
10	B	D	A	C
11	A	C	B	D
12	C	A	D	B
Quadrant	(1)	(2)	(3)	(4)
Quadrant Scores 1st / 2nd				
	HT/LR	HT/HR	HR/LT	LR/LT

After identifying task and relationship as the two central aspects of leadership behavior, numerous practitioners and writers tried to determine which of the four basic styles was the "best" style of leadership, that is, the one that would be successful in most situations. At one point, High Task/High Relationship (Quadrant 2) was considered the "best" style, while Low Task/Low Relationship (Quadrant 4) was considered the "worst" style (Halpin, 1959; Blake & Mouton, 1964; Likert, 1961).

Yet, research evidence in the last decade clearly indicates that there is no single, all-purpose leadership style (Korman, 1966; Fiedler, 1967). Successful leaders are those who can adapt their behavior to meet the demands of their own unique environment.

If the effectiveness of a leader's behavior style depends on the situation in which it is used, it follows that any of the four basic styles may be effective or ineffective depending on the situation. *The difference between the effective and the ineffective styles is often not the actual behavior of a leader, but the appropriateness of the behavior to the situation in which it is used.*

Source:

University Associates, Inc. (1976). *The 1976 Annual Handbook for Group Facilitators*, p. 94.

HANDOUT 4/TRANSPARENCY 3

LEAD EXPLANATION

Relationship Behavior

High

Low

HIGH RELATIONSHIP AND LOW TASK (participating) **Mentor and mentee make decisions together. Both work toward task accomplishment.** **S3**	**HIGH TASK AND HIGH RELATIONSHIP** (selling) **Mentor explains decisions and encourages suggestions from mentee. Mentor continues to provide direction toward task accomplishment.** **S2**
LOW RELATIONSHIP AND LOW TASK (delegating) **Mentor turns over decision making and responsibility for implementation to the mentee.** **S4**	**HIGH TASK AND LOW RELATIONSHIP** (telling) **Mentor provides specific direction(s) and closely monitors the mentee(s') task accomplishment.** **S1**

Adapted from *Situational Leadership,* by Paul Hersey & Kenneth Blanchard

SEGMENT II.3

THINKING ABOUT THE MENTOR ROLE

(Three Workshops for New Mentors)

Segment II.3.2

(Workshop Number Two)

SURVIVAL SKILLS FOR MENTORS

PURPOSE:

The three purposes of this workshop are to enable mentors to 1) develop an awareness of the expectations others have of them (i.e., administrators, new teachers, and peers); 2) introduce mentors to time management techniques and classroom observation tools; and 3) provide an opportunity for mentors to reward themselves for their hard work.

DEVELOPER:

Karen Kommer, M.Ed., Teacher Advisor,
Los Angeles Unified School District, Former mentor teacher

PLANNING CHECKLIST

MATERIALS

Handouts:

- H1. Agenda
- H2. Calendaring exercise
- H3. Blank calendar
- H4. Mentor Menu
- H5. Blank lesson pacing sheet (have at least two sheets per mentor)
- H6. Blank seating chart with squares (have at least two sheets per mentor)
- H7. Blank numbered scanning chart (have at least two sheets per mentor)
- H8. Seating chart with squares: Student re sponses
- H9. Seating chart with squares: Teacher rotating
- H10. Numbered scanning chart sample
- H11. Blank self-renewal ticket

Transparencies:

- T1. Agenda
- T2. Expectations of mentors
- T3. Blank calendars (4-5 copies)
- T4. Mentoring: The calendar and time management
- T5. Mentor Menu
- T6. History lesson pacing sample
- T7. English lesson pacing sample
- T8. Math lesson pacing sample
- T9. Seating chart with squares: Student responses
- T10. Seating chart with squares: Teacher rotating
- T11. Numbered scanning chart sample
- T12. Completed self-renewal ticket

ADDITIONAL MATERIALS/EQUIPMENT:

1. Overhead projector
2. Screen
3. Overhead transparency felt-tip markers
4. Extension cord
5. A sample of an organized three-ring notebook containing blank lesson pacing sheets, blank seating charts with squares, blank numbered scanning charts, and a sample log (Los Angeles Unified has its own mentor teacher log, not included in this packet).
6. Videotape of classroom scanning (optional)
7. Videotape recorder and screen (optional)

SUPPLEMENTAL RESOURCES

Clinical Supervision by Acheson and Gall. (The seating charts used in this segment were adapted from their models.) Additional training: Clinical Supervision Workshops.

TIME REQUIRED:

Workshop	1 hour 15 min.
Duplicate materials	1 hour
Review workshop before presentation	1 hour

PREFERRED ROOM ARRANGEMENT:

U-shaped with tables and chairs for the participants. A table for the overhead and materials. A screen should be in front of the room.

I. OBJECTIVES:

The mentors will complete time management and calendaring activities. The mentors will learn the importance of organizing their schedules and will review classroom observation tools.

II. PURPOSES:

The mentors will develop an awareness of the expectations administrators, new teachers, peers, and others have of them and will learn the importance of organizing their schedules. The mentors will make a commitment to reward themselves for their hard work.

III. SEQUENCE OF EVENTS:

A. **Introduction** 2 min. III, T1

1. As they enter the room, mentors pick up an agenda, Handout 1, prepared ahead of time.
2. Display an overhead transparency of the agenda and present an overview of what will be covered in the session.

B. **Role of the Mentor** 15 min. T2

1. Display Transparency 2, which depicts a mentor and the responsibilities and expectations of the mentor.
2. State that there are many expectations and responsibilities placed upon the mentor by administrators, new teachers, and peers. Discuss each one:
   a. *Establish rapport and trust*: To be effective, the mentor must develop a positive, trusting relationship with the teachers with whom he or she is working. In addition, administrators sometimes share concerns with mentors. It is essential that the mentor learn to maintain confidentiality.
   b. *Interview*: Mentors use interviews to get information. For example, what are the needs of the new teacher (not the mentor's needs)? How can the mentor provide the needed assistance?
   c. *Listen*: The mentor listens to gain information from beginning teachers, administrators, and peers. As a mentor, it is important to know when to listen and when to offer advice.
   d. *Observe*: The mentor observes new teachers in order to provide needed support. The mentor is also observed by new teachers, peers, and administrators.
   e. *Analyze*: The mentor analyzes situations the new teacher encounters as a means to provide support. The mentor must also analyze his or her own situation. For example, is the mentor spending too much time with one new teacher? How well is the mentor managing time—both personally and professionally? How is the mentor's work viewed by administrators, new teachers, and peers?
   f. *Feedback*: The mentor must provide meaningful feedback to the new teacher. The mentor also receives feedback from the new teachers, administrators, and peers.
   g. *Reflect*: The mentors need to reflect on what they have observed in the new teacher's classroom to determine how to provide positive support to the new teacher.
   h. *Design and tailor*: The mentor must design and tailor individual support to new teachers. Is the mentor adjusting his or her leadership style in order to meet the needs of each new teacher?
   i. *Prepare materials*: The mentor must prepare materials for his or her own classes, assist new teachers with their

preparation of materials, and prepare requested workshops.

j. *Fail and adjust*: The mentor must assist the new teacher when he or she feels inadequate, turning negative experiences into learning. The mentor must also embrace his or her own mistakes as a learning experience. Just as new teachers will make mistakes, new mentors will also make mistakes. Both are in a new situation and must learn to accept mistakes and learn from them.

k. *Model*: The mentor must model appropriate classroom teaching and management techniques, maintain a positive attitude, and a professional appearance.

l. *Link*: The mentor is the most important link a new teacher has to the rest of the faculty. Research shows that the biggest problem new teachers face is feeling alienated from the rest of the faculty. The mentor must introduce the new teachers to other staff members, show them the locations of the restroom, eating facilities, and generally help make the new teachers comfortable.

m. *Influence*: The mentor will be one of the most important influences on a new teacher and will be the person who helps the new teacher survive that first critical year of teaching.

C. **Transition** 1 min. H2, H3

1. Distribute Handouts 2 and 3, the calendaring exercise and a blank calendar.
2. Restate that as just illustrated, many expectations are placed upon the mentor teacher. Some of them are from the principal. In order to meet those expectations, the mentor must be highly organized and know how to make the best use of available time.

D. **Calendaring Exercise** 15 min. T3

1. Explain the directions at the top of the calendaring exercise.
2. The mentors complete the exercise working in pairs.
3. Place a blank calendar on the overhead and ask for feedback, which is recorded. Ask for four to five responses from different mentor pairs. (Use a new calendar for each new pair response.)
4. The group discusses the responses. (Often mentors do not schedule calendar preparation time. Point this out if it does not come out in the group's discussion.)
5. Display Transparency 4, T4 "Mentoring: The Calendar and Time Management," and discuss each point. Note that initially mentors may be overwhelmed by their new responsibilities. Let them know that it's all right to set priorities for their assignments, and it is also appropriate to speak with an administrator when tasks seem overwhelming in order to get assistance in setting priorities.

E. **Transition** 1 min. H4

1. State that now the group has some survival skills to lessen their stress levels. Explain that mentors need to know how to help new teachers lessen stress levels. A new teacher arriving at school may be quite confused and not know what the role of the mentor is. The new teacher most wants to know how to get to the intended classroom, how to find materials, and other basic information.
2. Distribute Handout 4, the "Mentor Menu."

F. **Mentor Menu** 5 min. T5

1. State that after the new teacher knows the basics (e.g., attendance counts, lunch tickets, how to order supplies, etc.), the teacher is now ready for the mentor's instructional support. One way to inform them of the mentor's role is by giving them a "Mentor Menu."
2. Display a copy of the menu, Transparency 5, on the overhead. Explain that this menu gives the new teacher an idea of how the mentor can be of assistance. Briefly discuss each item on the menu. It is important to note that the mentors should develop their own menu, as it will incorporate their own strengths.

G. **Transition** 3 min. Notebook

1. Explain that it is up to the mentor to assist a new teacher in every way possible. As in

any profession, tools are needed to assist the professional. Mentoring is no exception.

2. Hold up the three-ring notebook containing the "tools" of a mentor, i.e., blank lesson pacing sheets, blank seating charts with squares, blank numbered scanning charts, and a sample mentor teacher log. Explain that these tools are blank by design, used to provide objective assistance to the new teacher.

3. Stress that only one tool should be used during a classroom observation period, because it is important to stay focused on a specific tool. The mentor does not want to present a long "laundry list" to the new teacher. The tool should be discussed during the post-observation conference and given to the teacher at the end of the conference.

H. **Observation Techniques** 25 min. H5-H10

1. Distribute Handouts 5 to 10. Explain each of the handouts as follows:

2. *Lesson pacing sheet*: T6-T8
Display Transparencies 6, 7 and 8, the three completed pacing sheets from history, English, and math. Ask the group to interpret each sheet and to tell how and when this tool can be used.

After the discussion, summarize by explaining that the lesson pacing sheets can be used to objectively record the activities of a class and the time taken for each activity. This enables the new teacher to see how he or she has presented a lesson. It also helps the mentor and new teacher plan additional lessons. A new teacher may also use this tool when observing in the mentor's classroom in order to get a visual idea of lesson pacing.

Stress that a teacher may not include all the components in each lesson every day. However, if the new teacher is, for example, consistently spending too much time on the directed lesson, or the students are spending the majority of their time in independent practice, this tool can be quite useful in developing alternative lesson planning and pacing.

3. *Seating chart with squares*: T9-T10
Display two completed charts on the overhead, Transparencies 9 and 10.

4. *Student responses*: Explain that each line indicates that a particular student responded to the teacher. The line could indicate a student response to a teacher-directed question, a student's question, or a general comment. Ask the group for an interpretation of this chart and suggestions for its use.

Suggestions for this chart: When the teacher is 1) spending too much time lecturing; 2) teaching to a few students or to one area in the classroom, or 3) seeking more student responses.

5. *Teacher rotating in class*: Explain that each line represents the teacher's verbal interaction with the students. Ask the group for an interpretation of this chart and suggestions for its use.

Suggestions for this chart: The chart is useful when the teacher gives an independent assignment (i.e., writing), or when the teacher gives a test.

6. *Numbered scanning chart*: T11
Display Transparency 11, the completed chart, on the overhead. Explain the code and stress that the mentors should use any code they are comfortable with. The code needs to be written on the chart so the new teacher can understand this tool.

Explain that the chart shows four scans. A scan is the observer's record of the behavior of the students. In this example, the first scan was at 8:05. The students were completing their dispatch assignment. (A dispatch is the activity that is done at the beginning of each period. It should last about ten minutes and reinforce a previously taught concept.) The second scan was at 8:15. The teacher was presenting a directed lesson. The third scan was at 8:25. The directed lesson was still being presented. The fourth scan was at 8:35. The students were doing independent work. The letters next to each number represent what each student was doing during the scan time.

A = The student was on task.

LT = The student was listening to the teacher.

NT = The student was not on task.

T = The student was talking.

The arrows indicate to whom the student was speaking. Cross marks on the arrows indicate that when the observer looked at the student, not during a scan time, he or she was talking. Notes such as "No supplies" mean the student did not bring appropriate materials. "Note" means a note was passed. "Out window" indicates that the student was looking out of the window. "Gum" is another note that is often used.

Ask the group for their interpretations of this class and for ways to use this tool to conference with the teacher. Suggest follow-up measures.

Suggestions for use of this tool: This tool is useful if the seating arrangement in a classroom is not working, when the discipline system is not under control, or the pacing of the lesson is creating behavior problems in the classroom.

I. Transition 1 min. IH1

State that in this workshop the mentors have been exposed to the expectations others have of them and to ways to observe and conference with new teachers. It is important that mentors reward themselves for the work they will be doing. Then distribute the "Self-Renewal Ticket," Handout 11.

J. Self-Renewal 4 min. T12

Display a completed ticket on the overhead. Explain that this is the mentors' reward for working hard and stress the importance of rewarding themselves. Ask them to fill out their ticket.

K. Evaluation 3 min.

Summarize what was covered in this session. The mentors:

a. Gained an awareness of the expectations others have of them in their role as mentors.
b. Learned time management and calendaring techniques.
c. Were exposed to classroom observation tools and discussed the utilization of them.
d. Completed a self-renewal ticket to reward themselves for their dedicated work.

HANDOUT 1/TRANSPARENCY 1

AGENDA

Survival Skills for Mentors

Mentor
- Role
- Menu

Time Management & the Calendar

Classroom Observation Techniques

SUCCESS for this Session Looks Like:

An Awareness of:
- Your Role as a Mentor
- Classroom Observation Techniques
- Time Management Techniques

HANDOUT 1/TRANSPARENCY 2

EXPECTATIONS OF MENTORS

BEST COPY AVAILABLE

HANDOUT 2

CALENDARING EXERCISE

DIRECTIONS:

Read the memo below. It is to you, your school's mentor teacher, from your principal.

You teach periods 1-5. You have period 6 prep. You do not have a homeroom. School hours are 8:00 - 3:05. With a partner, use the attached calendar to schedule the principal's requests. You will be asked to provide feedback to the group on methods to reduce the stress of calendaring.

MEMO

TO: Mentor Teacher

FROM: The Principal

DATE: Wednesday, the 3rd

Thank you for doing such a great job! You are providing an invaluable service to our new teachers. Below is a list of meetings and observations I'd like you to attend and take care of by Friday, the 12th. Please feel free to stop by my office if you have any questions. Once again, thank you for your hard work!

Monday, the 8th:	Region/Division Mentor Teacher Meeting 3:30
Tuesday, the 9th:	School staff meeting 3:15 I would like you to speak for 15 minutes regarding the way the mentor teacher program works at our school and how service is provided. Let the A.P. know if you need an overhead or other equipment.

TO BE DONE BY FRIDAY, THE 12TH:

- Ms. Y would like to observe your period 1 & 2 classes. She is interested in your discipline techniques. She has period 1 prep. Please arrange with the A.P. for her period 2 coverage. Set up a follow-up conference.
- Get list of audiovisual materials for Mr. X.
- Observe Ms. A, period 5. Set up a follow up conference. She has period 4 prep.
- Mr. Z would like to observe Mr. H's period 2 class. Please arrange.

  No coverage needed.

HANDOUT 3 /TRANSPARENCY 3

BLANK CALENDAR

SUNDAY	MONDAY	TUESDAY	WED'DAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

TRANSPARENCY 4

S	M	T	W	T		

Mentoring The Calendar and Time Management

1. Prioritize

I'd like you to do 1 .. 2 .. 3 .. 4 ..

What's most important? I'll do this first and that next!!

2. Learn to say "No"

3. Update your log daily

4. Make time for yourself

HANDOUT 4/TRANSPARENCY 5

MENTOR MENU

(Ways a Mentor Can Assist You)

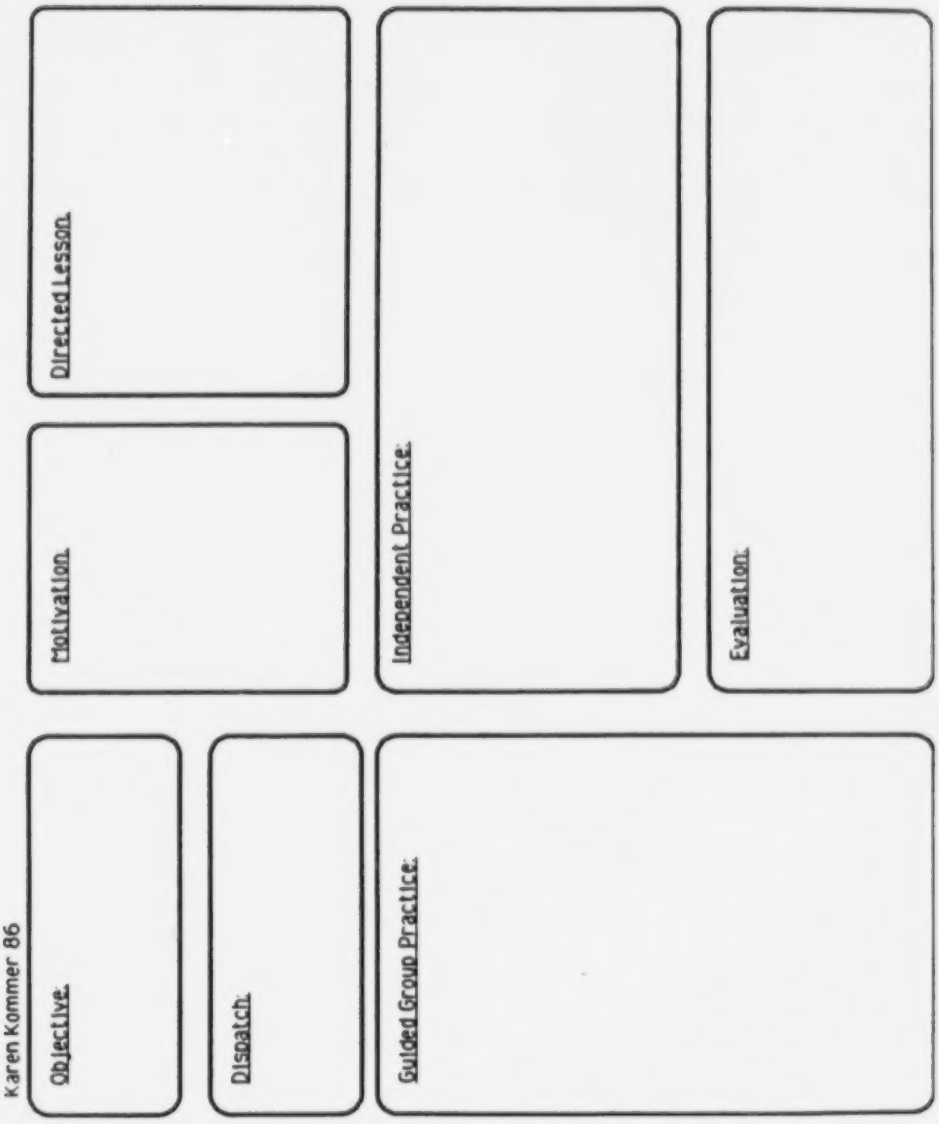
With a little help from your friends. . .

1. School programs and procedures
2. Lesson planning (daily, weekly, long-range and 7-point)
3. Dispatches, agendas, and homework
4. Keeping your sense of humor
5. Classroom management and discipline
6. Grading, rollbooks, and paperwork
7. Classroom environment (bulletin boards, etc.)
8. A shoulder to cry on and an ear to listen
9. Demo lessons (Come visit our classroom. We'll come to your room for observation and conferencing.)
10. Locating, utilizing, and understanding the curriculum guides
11. Effectively using available books, materials, etc.
12. Are you free for a cup of coffee?

The mentor teacher is a resource person NOT an evaluator.

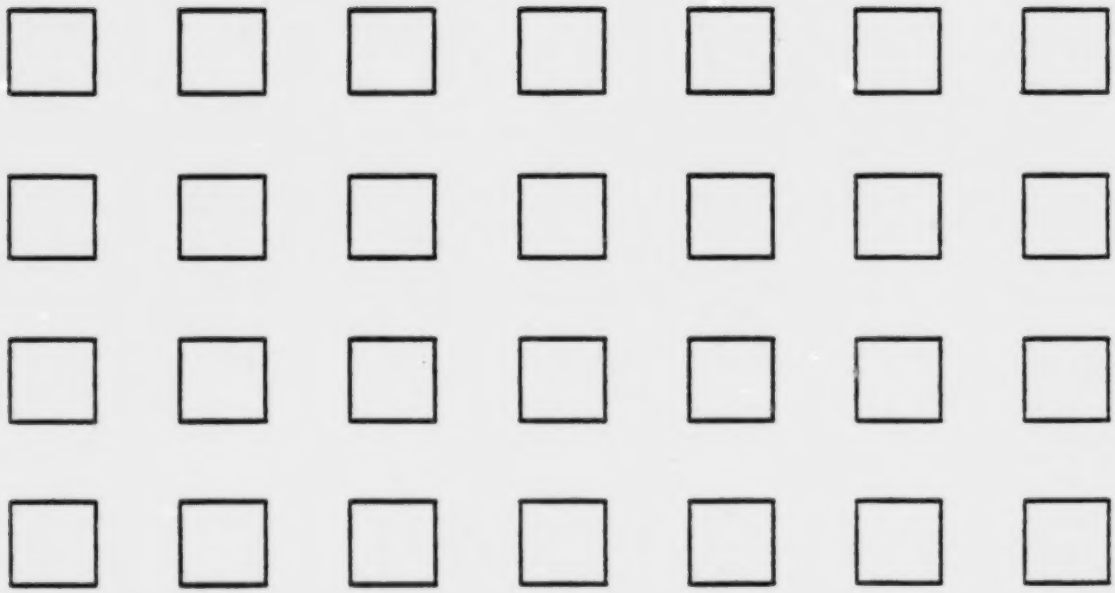
HANDOUT 5

LESSON PACING SHEET



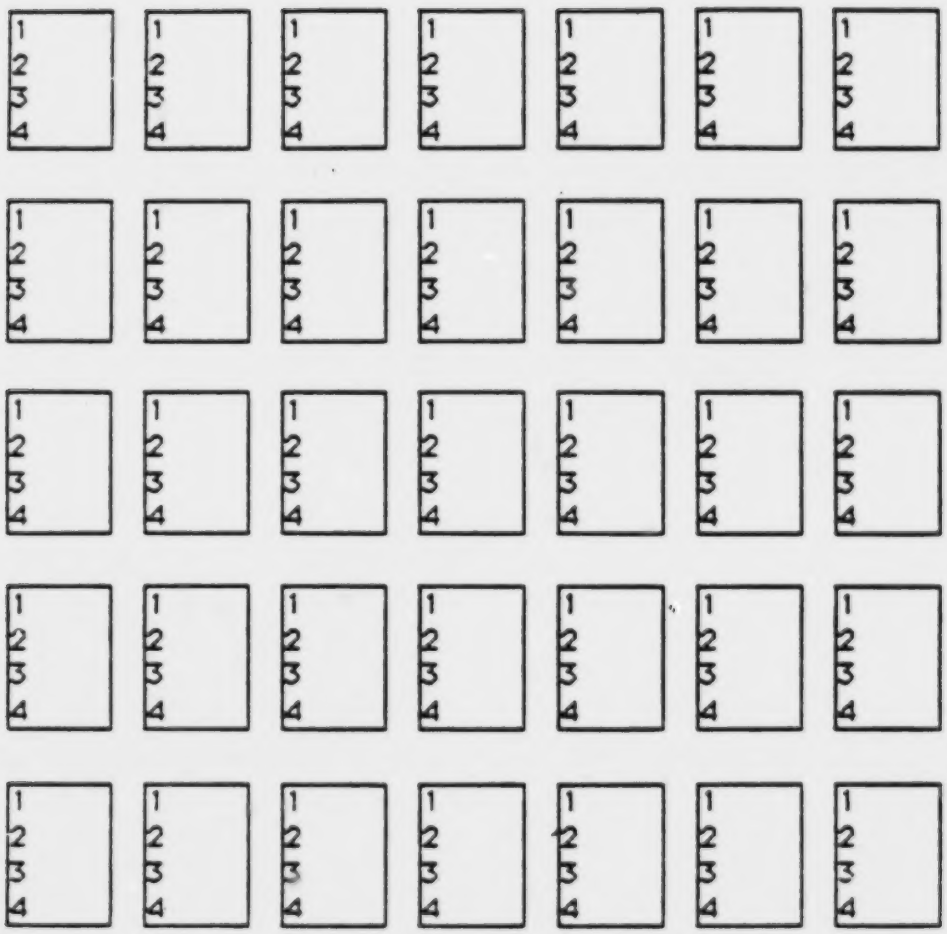
HANDOUT 6

SEATING CHART



HANDOUT 7

NUMBERED SCANNING CHART



HISTORY LESSON PACING SAMPLE

TRANSPARENCY 6

History 9-16-86 Per. 1 A. Jones

Karen Kommer 86

Objective:
Learn factors leading to the Civil War

Motivation:
Why was slavery an issue before the Civil War?

8:15 - 8:17

Directed Lesson:
Teacher Lecture:
Political & Economic factors of the Civil War.

8:17 - 8:52

Dispatch:
Write a paragraph about the issue of slavery before the Civil War.
8:00 - 8:15

Guided Group Practice:

Independent Practice:

Evaluation:
- Teacher gave homework assignment
  - Read Chapter 12
  - Answer questions pg. 312 #1-4
- will discuss tomorrow

TRANSPARENCY 7

ENGLISH LESSON PACING SAMPLE

Karen Kommer 86

English 8:00 - 8:54

9-15 Per. 1 J. Smith

Objective:
Students will write an essay

Motivation:

Directed Lesson:
Write a descriptive essay about Tom Sawyer's adventures in the first four chapters.

8:05 - 8:15

Dispatch:
Look up these words in the dictionary.
1. ~ 4. ~
2. ~ 5. ~
3. ~

8:00-8:05

Guided Group Practice:

Independent Practice:
Students wrote essays

8:15 - 8:50

Evaluation:
Students given homework assignments (Read Chapter 5)

8:50 - 8:54

TRANSPARENCY 8

MATH LESSON PACING SAMPLE

MATH 8:00 - 8:54 9-17-86 Per. 1 C Green

Karen Kommer 86

Objective:
1) Students will review addition of mixed fractions
2) Students will be introduced to subtraction of mixed fractions

Dispatch: Write 2 different word problems for:

$$\begin{array}{r} 4\ 1/3 \\ 6\ 1/3 \\ +\ 1\ 1/3 \\ \hline \end{array}$$

8:00 - 8:10

Motivation:
- 2 students read their dispatch problems to the class
- Teacher asked, "Why is it important to study fractions?"

8:10 - 8:15

Directed Lesson:
- Reviewed homework. Students did problems on the board
- Teacher introduced subtraction of mixed fractions (used overhead, shapes, etc.)

8:15 - 8:30

Guided Group Practice:
- 6 students did subtraction problems on the board
- Students explained problems to the class

8:30 - 8:40

Independent Practice:
- Students completed five problems at their seats

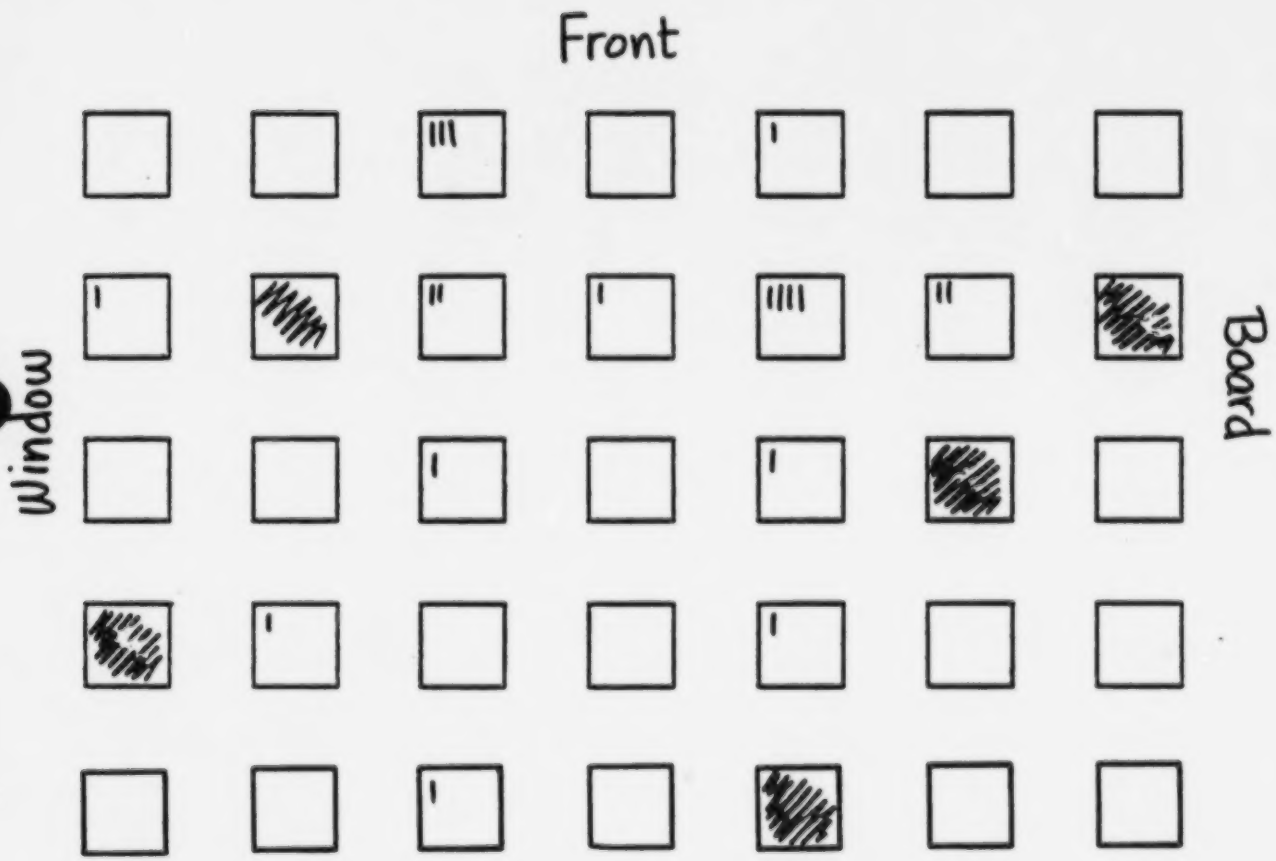
8:40 - 8:50

Evaluation:
- Corrected work
- Gave homework assignment
- Teacher asked, "What did we do in class today?" (Several students responded.)

8:50 - 8:54

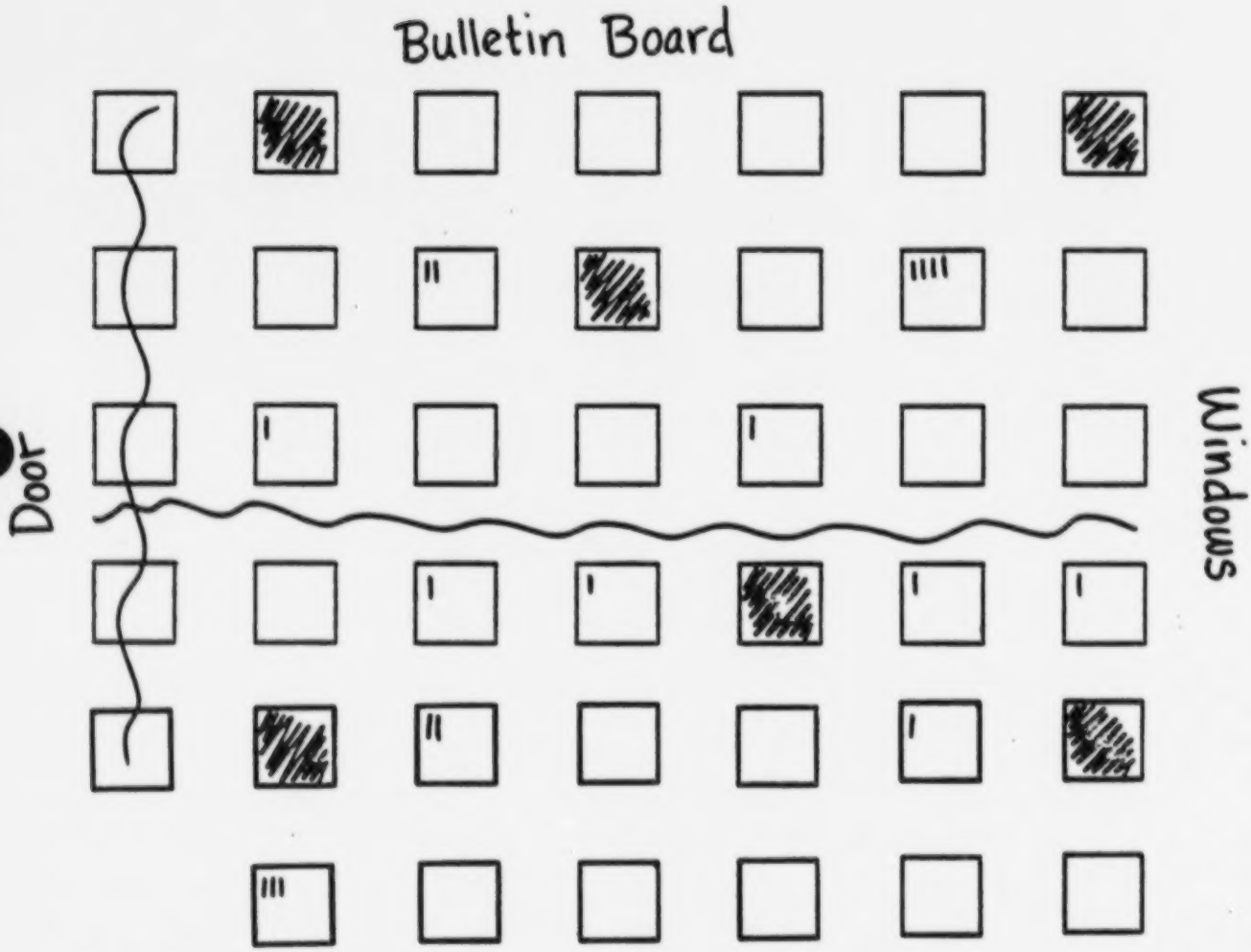
HANDOUT 8 /TRANSPARENCY 9

SEATING CHART: STUDENT RESPONSES



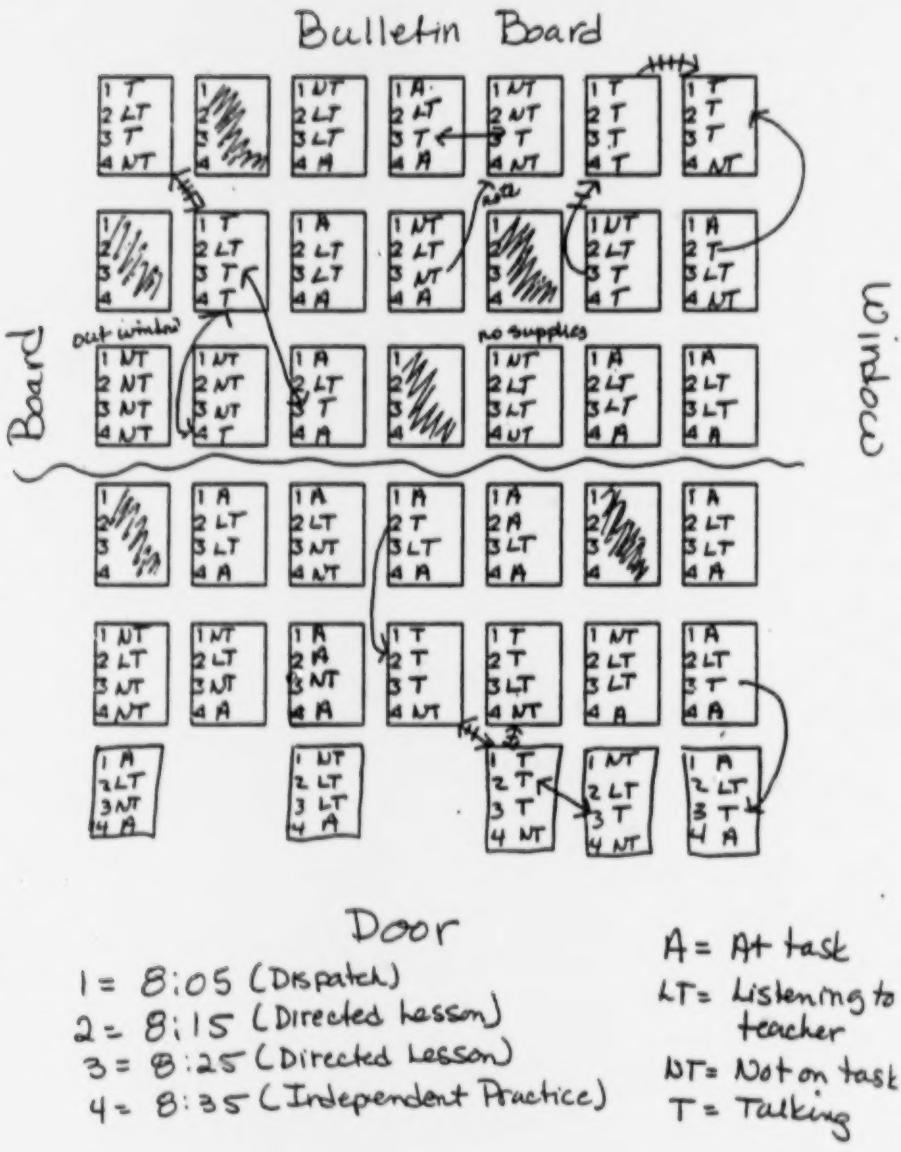
HANDOUT 9 /TRANSPARENCY 10

SEATING CHART: TEACHER ROTATING IN CLASS



HANDOUT 10 /TRANSPARENCY 11

NUMBERED SCANNING CHART SAMPLE



HANDOUT 11 /TRANSPARENCY 12

SELF-RENEWAL TICKET

Self Renewal

This Ticket entitles you to a

Self Celebration

Taking care of _____
(name)

Event _____

From _____
(same as above)

Good from _____ till _____

SEGMENT II.3

THINKING ABOUT THE MENTOR ROLE

(Three Workshops for New Mentors)

Segment II.3.3

(Workshop Number Three)

SUPPORT FOR GOOD TEACHING

PURPOSE:

This workshop is designed to help new mentors assist beginning teachers in acquiring the skills of a competent teacher.

DEVELOPER:

Jacqueline Cochran, Region B Mentor Teacher, Los Angeles Unified School District

PLANNING CHECKLIST

MATERIALS

Handouts:

- H1. Competency Model
- H2. Diagram of Competency Model (Johari's Window)
- H3. List of Activities for Competency Model
- H4. How to Reinforce the Characteristics of a Good Teacher
- H5. Role Playing Parts (cut into parts)

Transparencies:

- T1. Diagram of Competency Model (Johari's Window)
- T2. The Forgotten Classroom
- T3. Sample Classroom Activities
- T4. The Drop-In Myth Comes True
- T5. 23 Skidoo

ADDITIONAL MATERIALS/EQUIPMENT:

1. 1 pack 5" x 8" cards
2. Felt-tip markers (multicolor)
3. 18 assorted markers for name tags and graffiti board
4. 10-12 feet of butcher paper
5. 5-6 sheets of chart paper
6. Masking tape
7. Stapler
8. 1 completed sample name card for display
9. Overhead projector
10. Extension cord
11. Extra copies of district policies on substitutes

TIME REQUIRED:

This workshop requires three hours. One 15-minute break should be provided near the one hour and forty-five minute point. The early bird activity should be in place 15 minutes before the start of the workshop. Participants should begin work on the early bird activities as they enter.

PREFERRED ROOM ARRANGEMENT:

U-shape with tables and chairs for all participants. The leader can establish the open part of the U as the front. The room should provide flexibility for small-group work during the workshop.

I. OBJECTIVE:

Mentor teachers will review the qualities of good teaching and how mentors can maintain high standards in their own classrooms.

II. PURPOSE:

This series of activities is designed to help mentors identify good teaching characteristics and learn how to sustain good teaching in different types of settings.

III. SEQUENCE OF EVENTS:

A. Early Bird Activity 10 min

Set up the two early bird activities 15 minutes before the workshop is to begin. Encourage participants to begin work as soon as they enter the room.

1. Name cards: Provide each participant with a 5" x 8" card and marker to make a desktop name card. A sample name card should be displayed. Participants will fold the card in half and write his or her first name on both sides.
2. Graffiti Board: Stretch ten to twelve feet of butcher paper across a bulletin board, chalkboard, or wall and write a thought-provoking caption at the top. (Example: "I wonder if mentor teachers...") Ask participants to write or illustrate their responses on the butcher paper using colorful markers. Participants might also be encouraged to write down questions they have about the workshop.
3. Burning Questions: Near the Graffiti Board, hang a piece of chart paper on the wall with "Burning Questions" written across the top.

B. **Welcome/Introductions** [redacted]

Introduce yourself and welcome all to the workshop. Then explain the Burning Questions Board. Ask each person to give his or her name, school, grade, and to respond briefly to one Graffiti Board statement. Make certain that all questions that arise in response to the Graffiti Board are answered unless the topic will be handled later. If questions arise that no one can answer, write them on the Burning Questions chart for further consideration.

Troubleshooting Guide: Watch out for long-winded questions or responses, and for those who want to present hidden agendas. These can ruin a light and fun way to begin a workshop. Move quickly from one question or answer to another with a "thank you" or "welcome."

C. **Competency Model** [redacted]

1. Distribute Handouts 1 and 2, "Competency Model" and "Diagram of a Competency Model and the Johari's Window Model."
2. Most audiences require that the Johari boxes be explained in four different ways before the important link to new teachers can be made. Go slowly and with as much clarity as possible:

Put the transparency [redacted] of the Johari window on the overhead. Explain that in our everyday lives we often find ourselves working at various levels of competency. We function best at a level where we feel we can be successful and can repeat our successes. At incompetent levels we experience stress or avoid the situation entirely.

There are things in our lives that we can't do. We have usually had little success with these things and have eliminated them from our daily activities.

There are things in our lives that we can do. We have usually had much success with these things, enjoy doing them, and become known for having the skill to do them.

There are things that we don't know. We may not have been taught these things, or they were not important to us. For whatever reason, we do not know or have knowledge of certain things.

There are things that we know. We have become knowledgeable through interest, education, or experience. We are a resource in that field of information.

In our lives we often find ourselves required to do something that we know we can't do, that we have never done, and for which we have no knowledge. If we are forced to perform this task and are successful, we consider it a miracle.

At other times in our lives we find ourselves doing things successfully, but we really have no knowledge of the reason behind our success. This intuitive level provides some positive experiences. When we can do something but don't know why, we feel that everything is happening by magic.

Many times in our lives we find that we have knowledge that determines an activity, but we have never systematically applied that knowledge to action. When we know something but have never tried it

out, it is considered a theory.

Sometimes we find that we know the theory behind our actions, and we have successfully repeated the action in a consistent manner. When we know something and can do it, we are considered competent.

3. Allow participants to review by reading Handouts 3 and 4.

4. Distribute the "List of Activities for Competency Model," Handout 3. Explain that the mentors are going to read a list of activities. Each participant is to write the activity in the box that most appropriately reflects his or her own experience. For the first three or four items, stop to explain the rationale behind each box. A sample explanation appears on the handout. 113

5. Summarize by asking the mentors to notice which square contains the things that they would do and which contains the things they would not do even with help. Ask mentors to discuss how the four boxes relate to beginning teachers' experiences. Remind the mentors that a new teacher who observes a mentor in the mentor's classroom thinks everything happens by magic. If the new teacher's class were to run that way, it would be a miracle.

   Explain that an important factor in mentoring is to move new teachers from the miracle and magic side of the model to the theory and competency side. Mentors do this by providing theory and an opportunity to practice in a nurturing atmosphere.

F. **Characteristics of a Good Teacher** 30 min.

1 In this section participants discuss the characteristics of a good teacher. There is no predetermined list; however, you should be familiar enough with the research literature on effective classroom teaching to help mentors validate their understanding and organize their insights.

   The activity is procedural. Participants are to discuss ways to help new teachers learn, experience, and become competent in these characteristics. You might start the discussion by asking mentors to list the benefits to the individual teacher and the school of a well-started novice.

2. Ask each mentor to make a list of the characteristics of a good teacher.

   a. After two minutes, divide the participants into groups of five or six. Have each group make a list of five or six characteristics of a good teacher, listed in order of priority. Distribute Handout 4, "How To Reinforce the Characteristics of a Good Teacher." 114

   b. Ask each group to decide how a mentor teacher would assist a new teacher in acquiring each skill or characteristic they have listed. The instructional chart gives three suggestions and a fourth open option.

      Example: The group inevitably will point out that "good teachers are organized." They might then decide on the following steps for translating their knowledge into action:

      1) Observe the new teacher to get a sense of where he or she is already well organized, and where success could be improved simply through better organization;

      2) Examine lesson plans with the beginning teacher, since lesson plans reflect the kind of pre-planning that will show up in the classroom;

      3) Plan some after school mini-sessions on planning lessons, locating appropriate materials, taking good advantage of a textbook, organizing appropriate recordkeeping and grading procedures; and

      4) Arrange a problem-solving session among beginning teachers on the topic of "organizing to make your life easie

   c. Give each group a chance to report back to the total group. Be sure to include in the discussion the order of activities. Ask: "Does the order in which we assist teachers matter? Should we observe first, demonstrate first or conference first?" There are strong points on all sides, but mentors should be aware that the order does affect the

outcome, and that the process varies from situation to situation.

G. **The Forgotten Classroom**
(A Mentor Teacher Soap Opera) 25 min.

When mentors must be imaginative and deliberate about their own classroom routines, they may become even more sensitive to the ways that beginning teachers could organize more effectively, efficiently, and sanely. This activity is designed to give the mentor teachers an opportunity to look at some of the strains the program will put on their own "model classrooms." Transparencies help direct the discussion.

1. Display Transparency 2, the "Forgotten Classroom." T2
   Begin the discussion by explaining that time management for mentors may make the difference between a successful experience and a frustrating one. Part of time management is setting realistic expectations about what can and cannot be accomplished in a given day.

   Ask mentors to make a list of things done before school, at recess, and after school that effect the operation of the mentor's classroom program. After three minutes, ask them to cross half of the things off the list. Explain that mentor teachers will have less time to complete these formerly essential activities. Now moderate a discussion about how these items might be done with less time. For example, mentors might request help from students or parent volunteers.

2. Explain that mentors can share with one another management systems that work well in the classroom. Then give each participant two 5" x 8" cards. Displaying Transparency 3, "Sample Classroom Activities," have participants explain on the card a system that works in their own classrooms. Share three or four orally. Post the rest on a door or cabinet by grade level for all to see. Repeat the activity if time permits. T3

3. Display Transparency 4, "Drop-In Myth Comes True." T4

   Explain: "The drop-in myth comes true. Experienced teachers have always said, You can come into my room any time you wish.' Now people will! New teachers, administrators, regional staff, other teachers on staff will be ever vigilant. You will be expected to describe (and even defend) the instructional choices you have made.

   This activity will give the mentors ways to assist new teachers while protecting the quality of their own classroom program, maintaining current bulletin boards, functional centers, and general housekeeping.

   Ask mentors to discuss how they feel about working in a fish bowl, ways to manage their rooms while under careful scrutiny, and how to make observation by others less stressful, less intrusive—and more productive.

4. Display Transparency 5, "23 Skidoo." T5

   Remind mentors that in the end, mentoring will pay off most when they are able to spend time with beginning teachers during the instructional day. This includes time in one another's classrooms, and time out of the classroom for discussion, planning, and problem-solving.

   At this point, review the district policies on obtaining a substitute. Then elicit tips on using sub days effectively, for example, sharing the day with a new teacher to observe you and vice-versa. Be sure students are involved in the daily class management process so that things continue when you are not in the classroom. Make students aware of your responsibility and the fact that they are sharing in it. Provide appropriate support and recognition for them, too.

H. **Working Together: The Roles of Mentors, New Teachers and Administrators** 15 min.

This is an opportunity for mentors to discuss and understand the different role responsibilities of the various people with whom they'll be working.

This is also an opportunity to brainstorm the kinds of ground rules and other strategies that mentors can use to set up a workable arrange-

ment with principals and beginning teachers. And it can be a chance to brainstorm strategies for resolving problems or conflicts if they should arise.

1. Ask participants to stand in various parts of the room for this activity. Explain that participants will now learn how differently one event can be viewed depending on their role in the school. Ask participants to divide into groups of four. Distribute one role card (Mentor, New Teacher, Principal, Observer), Handout 5, to each member of each group. All groups will have the same situation on their slip but it will be presented from different role points of view. Ask the principals to begin the action. Allow four to five minutes for interaction. 15

   Troubleshooting Guide: If there is an odd number of people, have more than one observer, but ask only one observer to report for each group.

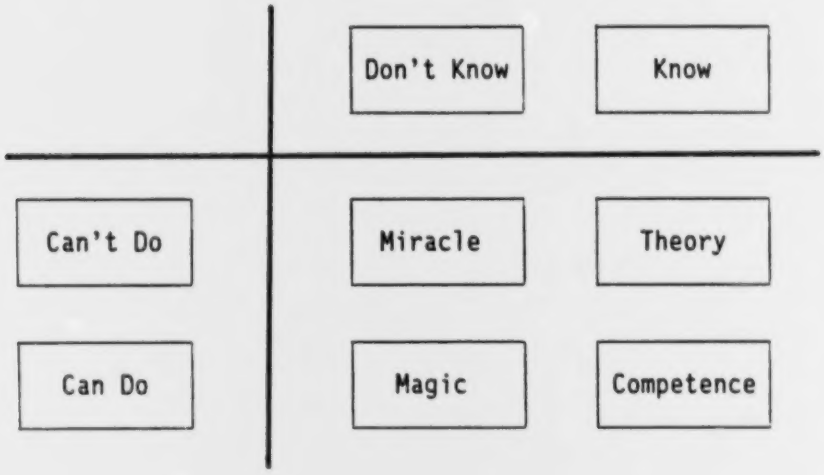
2. After bringing the groups back together, ask the observers to report on the interaction. Discuss similarities of observations and different perspectives. Stress that principals, new teachers, and mentors all have different role responsibilities as well as different personalities. Also stress that mentors are not evaluators. Sharing how to avoid direct evaluation to administrators would be beneficial at this point.

I. **Questions and Responses** 10 min.

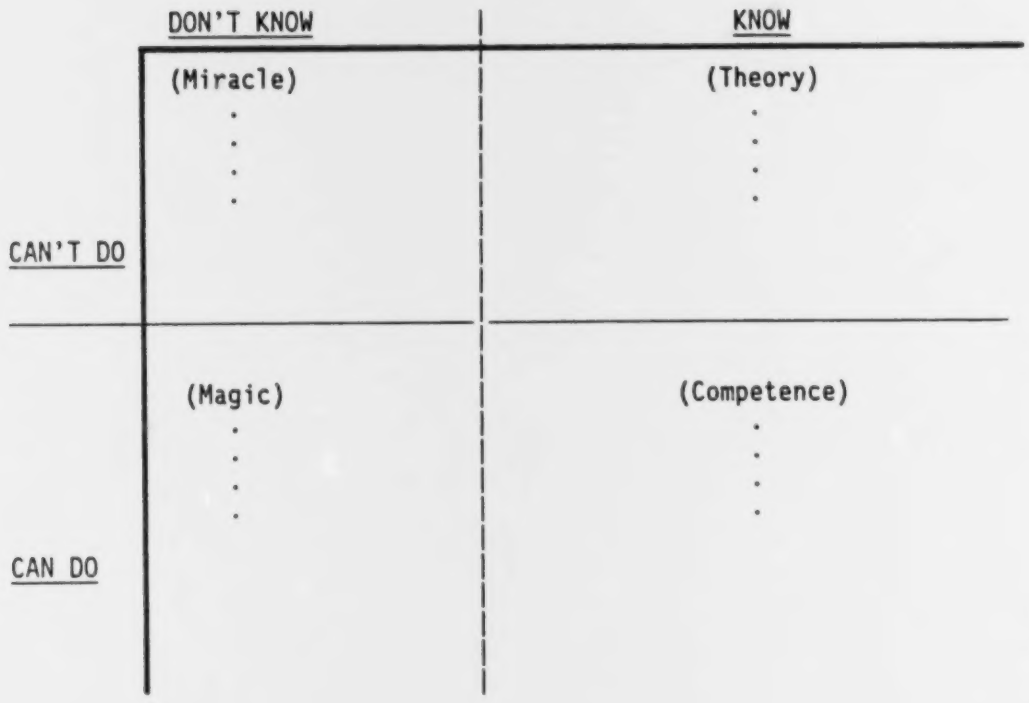
Close the workshop by asking participants to comment briefly on the workshop. What activities worked well? What might be changed? Ask for five minutes of oral feedback, then ask participants to take five minutes to jot a note to you for use in refining the workshop.

HANDOUT 1/TRANSPARENCY 1

DIAGRAM OF COMPETENCY MODEL



JOHARI'S WINDOW MODEL



HANDOUT 2

COMPETENCY MODEL

Rationale: All of us work in each of these boxes almost every day. If we understand what box we are working in, we are more likely to be able to handle the stress, more likely able to see our situation with humor and insight.

Box 1 DON'T KNOW/CAN'T DO

Too frequently we are asked to do something for which we have had no preparation, no teaching, no experience but which we must do because of our particular role in the situation. If we are effective in performing whatever it is we have been asked to do, it will probably be a miracle.

Miracles do seem to happen, unfortunately, not very often. Depending on miracles can be extremely precarious and stressful. Try to avoid this box if at all possible. If not, pray a lot and keep your sense of humor.

Box 2 DON'T KNOW/CAN DO

Some things we do very well. We have a real flair for this activity and do it with competence and style. We work at an intuitive level. When asked to analyze the elements which have made the activity successful, we cannot do it. To others it looks like magic. We, too, feel a sense of magic. There is much power in this box but unless we can analyze the elements which give it power, we continue to rely on magic.

Box 3 KNOW/CAN'T DO

This box can bring great stress if we must work with others who expect us to lead them or to act as a teacher. We understand and can recite the principles of teaching, of leadership, of communication, but can actually use few of them. Our behaviors contradict our knowledge. We lose the trust and acceptance of others and become known as an inhabitant of an ivory tower.

Box 4 KNOW/CAN DO

We can describe it, we can analyze it, we can do it. We are competent and consistent. This is the box of satisfaction and ego-enhancement. Enjoy every moment of it while still realizing that life doesn't let us stay here indefinitely. Sooner than we would like we will find ourselves in one of the other three boxes.

HANDOUT 3

LIST OF ACTIVITIES FOR COMPETENCY MODEL

- Make a Baked Alaska.

  [Sample Explanation: If the mentors have successfully made a Baked Alaska before, they write it in the competency box. If the mentors can bake well and follow a recipe but have never made a Baked Alaska, it is written in the theory box. If one time they were making a lemon meringue pie and it turned into a Baked Alaska, they write it in the magic box. If they feel most of their baked goods make better doorstops, and, if they were to make an edible one it would be a miracle, they write it in the miracle box.]

- Change a tire.
- Drive an 18-wheel rig.
- Train a new mother to change a diaper.
- Sky dive from a 747 jet.
- Change a light bulb.
- Shorten a pair of men's slacks.
- Repair a broken fingernail.
- Give a spelling test, where everyone would receive 100%.
- Plan a staff development session.
- Put up a pretty bulletin board.
- Run a bilingual class.

HANDOUT 4

HOW TO REINFORCE THE CHARACTERISTICS OF A GOOD TEACHER

C	Conference
O	Observation (Mentor visits new teacher)
D/E	Demonstration/Evaluation (New teacher visits mentor)
M	Other Method (Workshop, article, handouts, etc.)

TRANSPARENCY 2

THE FORGOTTEN CLASS-ROOM!

TRANSPARENCY 3

SAMPLE CLASSROOM ACTIVITIES

Sample classroom activities for which simple procedures are possible:

- Beginning class
- Homework collection
- Pencil, paper
- Lunch tickets
- Correcting math
- Cleaning room
- Monitors
- Bulletin boards
- Restroom, water breaks
- Glue, paste
- Student desks
- Taking roll
- Spelling tests
- Dismissal

TRANSPARENCY 4

TRANSPARENCY 5

23 SKIDOO !

HANDOUT 5

ROLE PLAYING PARTS

MENTOR TEACHER

You are working with a new teacher who has great needs in organizing an effective reading program.

You have made suggestions and provided lots of support. For every three steps forward, the new teacher takes two steps backward. Progress is slow.

PRINCIPAL

You make periodic trips through the classroom during the week. Each time that you enter a new teacher's class there seems to be a great deal of disorder.

What do you say to the new teacher?

What do you say to the mentor teacher?

What do you do?

NEW TEACHER

You are a new teacher. Reading is the worst time of the school day for you.

There are so many different groups and so much to do, it is over whelming. The mentor teacher has been around to help, but not much makes sense.

OBSERVER

Watch and listen. Make notes!

What things went well? What positive things can you say?

Do you have any suggestions?

II. ORIENTATION TO THE MENTOR ROLE:

References and Resources

PROGRAM DESCRIPTIONS

These sources include descriptions of mentor programs (or mentor-like programs) and descriptions of training programs for mentors.

Educational Leadership (November 1985). Making teaching more rewarding, 43(3).

This special issue includes 18 articles on the topic of professional rewards and opportunities. Four articles describe well-known career ladder experiments in Tennessee; Charlotte-Mecklenburg, North Carolina; and Utah. One article gives an overview of California's Mentor Teacher Program and two describe a mentor-like program, the Marin County Teacher Advisor Project.

Kent, K. (1985). A successful program of teachers assisting teachers. *Educational Leadership*, 43(3), 30-33.

An overview of the Marin County, California, Teacher Advisor Project, a highly regarded program that served as a precedent for California's Mentor Teacher Program. The advisors were experienced classroom teachers, admired by their peers, who were released from the classroom full time for three years to serve as consultants and trainers in the 19 districts and 71 schools in Marin County.

Kent, K. (1986). Professional development for teacher advisors. *Journal of Staff Development*, 7(1), 124-131.

A description of the training and support required for experienced classroom teachers to successfully adopt the new role of teacher advisor. The article describes a combination of formal skill training, regular problem-solving and discussion sessions, and peer coaching.

TRAINING PROGRAMS AND WORKSHOPS

California Institute for School Improvement. The institute offers a series of workshops designed specifically for mentors. Among those offered recently are the following:

"Working Effectively With Beginning Teachers." This one-day session begins by examining the skills and concepts new teachers must know, and develops practical strategies for mentors who work with new teachers. "Mentor Teacher Master Training Workshop." A three-day workshop designed for new and experienced mentors. Mentors work in the four areas of curriculum, instruction, peer involvement, and teaching adults. Additional mini-sessions are available on special topics (e.g., teaching in the multilingual classroom, or locating and using other resources as a mentor).

"Annual Mentor Conference." This conference is designed for mentors and their supervisors. In past conferences, working effectively with beginning teachers has been one of approximately twelve diverse sessions aimed at new and experienced mentors.

"Teaching Adults." This one-day workshop has been designed specifically for mentors. Mentors learn how to determine what content to present, how to structure activity, how to anticipate potential failure points in a workshop, and how to incorporate elements of peer coaching.

Contact:

Karen Olson
California Institute of School Improvement
1107 9th Street
Sacramento, CA 95814
(916) 447-2474

Cognitive Coaching. Developed by Art Costa and Robert Garmston, this training concentrates on the teacher as decisionmaker. When delivered for groups of mentors, the training prepares mentors to work with beginning or experienced teachers from the "teacher as decisionmaker" perspective.

Contact:

Robert Garmston
Co-Director
Institute for Intelligent Behavior
and
Marilyn Tabor, Trainer
Institute for Intelligent Behavior

2233 Watt Avenue, Suite 285
Jamaica Plaza
Sacramento, CA 95825
(916) 486-0659

Teachers Helping Teachers. One of several programs of teacher empowerment developed by California workshop presenter Kit Marshall. Interactive workshops are accompanied by a manual for each participant. Two new manuals, *Working with the Beginning Teacher* and *Peer Support System Development*, should now be available. The Teachers Helping Teachers program and materials have been well-received by mentors.

Contact:

Kit Marshall & Associates
P.O. Box 392
Cameron Park, CA 95682
(916) 677-4420

Professional Assister Training Modules. Developed by Ellen R. Saxl, Matthew Miles and Ann Lieberman (1986).

These materials were developed for training and support of individuals in professional assistance roles in school improvement programs. They resulted from an intensive study of 17 people who performed effectively in such roles. Organized in six modules, including trust building, orgranizational diagnosis, and resource utilization.

RESEARCH ON MENTORING

Bird, T. (1986). *The mentor's dilemma*. San Francisco: Far West Laboratory for Educational Research and Development.

Mentors face a characteristic dilemma: they must take enough initiative and be visible enough to teachers to earn their elevated title (and stipend); yet most work in schools with little precedent for aggressive teacher leadership. Mentors walk a narrow line between "being useless and being rude." The paper is based on interviews with mentors in ten California districts.

Bird, T. and Little, J. W. (1985). *From teacher to leader: Training and support for instructional leadership by teachers*. San Francisco: Far West Laboratory for Educational Research and Development.

Due to the way most schools are now organized, few teachers can acquire the prspectives, skills, identities or stature of instructional leaders. This essay describes the teacher-as-leader role and proposes ways that districts and schools can prepare teachers for leadership.

The California Mentor Teacher Program: Two years of learning. *Reviews in Leadership* (Summer 1986).

This newsletter-style report summarizes the discoveries made during a study of the Mentor Program conducted by Far West Laboratory for Educational Research and Development.

Gehrke, N. J. and Kay, R. S. (1984). The socialization of beginning teachers through mentor-protege relationships. *Journal of Teacher Education*, 35(3), 21-24.

The authors surveyed 300 K-12 teachers to discover whether they had had mentors in their own first years of teaching, and if so, what the mentors had contributed to their professional knowledge, skills and attitudes.

Gray, W. A. and Gray, M. M. (1985). Synthesis of research on mentoring beginning teachers. *Educational Leadership*, 43(3), 37-43.

The Grays compile research on mentor-protege relationships in a range of occupations and settings, then focus on the application of mentoring to the effective support of beginning teachers. They propose a four-phase program design based on a "Helping Relationship Model" in which the protege moves steadily toward professional autonomy.

Little, J. W. (1985). Teachers as teacher advisors: The delicacy of collegial leadership. *Educational Leadership*, 43(3), 34-36.

Based on videotapes and interviews with full-time teacher advisors and the teachers with whom they worked, the article summarizes six principles for success in close-to-the-classroom work among teachers. They are (1) a common language for describing and analyzing teaching and learning; (2) focusing on one or two questions or issues; (3) observation methods that produce objective evidence; (4) active participation by advisor and teacher; (5) predictability as a source of trust; and (6) reciprocity. The article also documents some of the dilemmas of teacher leadership and the difficulties involved in moving from facilitation to

leadership.

Shulman, J. and Colbert, J. (eds.) (1987). *The Mentor Teacher Casebook*. San Francisco: Far West Laboratory for Educational Research and Development.

This casebook presents vignettes written by mentors from the Los Angeles Unified School District. The vignettes describe aspects of mentors' work with beginning teachers. The casebook also includes a section on mentors' relationships with administrators. The vignettes are accompanied by discussion questions and, in some instances, by reactions from other mentors.

Thies-Sprinthall, L. (1986). A collaborative approach for mentor training: A working model. *Journal of Teacher Education* (November-December), 13-20.

This article underscores the complexity of the mentor role, and the need for training and support targeted to the specific demands of mentoring. It places mentoring in the context of shifting responsibility for induction from the university to the local district. The author describes a collaborative university-school project aimed at building experienced teachers' skills in the teacher training— starting with close observation and analysis of teaching. She concludes that having a trained mentor was more important than having a person matched by subject area and level. Introduction of the new school-based teacher training role(s) met with some opposition among teachers who were not involved.

III. ASSISTING NEW TEACHERS

INTRODUCTION

Most teachers enthusiastically embrace the goal of providing more effective support to beginning teachers. Many can recall their own first year of teaching, when the sink-or-swim method was the norm. Those few teachers who received skillful, thoughtful assistance believe their experience should be the rule, not the exception.

This training program is oriented primarily to a mentor's relationship with a first-year teacher. Of course, teachers may be "new" in other respects, too. They may be new to a school district or school, even though they have accumulated several years' teaching experience. They may receive a new instructional assignment—a grade level or subject area assignment that is a considerable departure from anything they have taught before, or at least recently. Or they may be asked to use vastly different curriculum materials or instructional methods. Any of these ways of being "new" may make a relationship with a mentor rewarding.

The first-year teacher is both *new to teaching* and *new as an employee* in a district. Mentors contribute to the teacher's success both as a teacher and as an employee.

THE TRAINING SEGMENTS

This section contains two segments designed to get the mentor started with a beginning teacher. Specific activities (e.g., classroom observation) are presented in detail in other sections.

Segment III.1: A Panel of Mentors and Beginning Teachers

This panel, like the one described in the previous section, is a lively event managed in the style of the "Donahue" show. Mentors and beginning teachers individually describe the highlights (or the pitfalls) of their experience. The floor is then open for comments and questions, prompted and facilitated by the panel organizer. Discussion ranges widely as the audience begins to question the panel members—and sometimes one another.

The panel session combines philosophical and practical discussion of teacher-to-teacher relationships, and what might be gained by both parties in a mentor relationship.

Segment III.2: Assisting the New Teacher

This is a workshop in three parts. It prepares mentors to anticipate the likely experiences of beginning teachers, get started in a helpful relationship with beginning teachers, and consider how they would handle a range of problematic situations with new teachers.

Segment III.2.1, "Icebreakers," provides an opportunity for mentors to practice first introductions to a beginning teacher *in the role of mentor*.

Segment III.2.2, "Organizing a Resource File," begins the work of accumulating materials and other resources that will enable mentors to be responsive to the needs and interests of beginning teachers.

Segment III.2.3, "Orientation to School Procedures," prepares mentors to conduct one or more

orientation sessions geared specifically to new teachers. One mentor, using this approach, assembled all new teachers about two weeks before grade reports were due, and they worked through the required procedures together. She explained, "There's no reason for beginning teachers to look as if they're in a crisis when a little advance orientation can make them look like they've got their acts together."

SEGMENT III.1

A PANEL OF MENTORS AND BEGINNING TEACHERS

PURPOSE:

The purpose of this panel is to provide new mentors with an understanding of how the mentor relationship looks from two vantage points: the mentor's view, and the beginning teacher's view. The panelists are both beginning teachers and mentors.

DEVELOPER:

Jacqualine Sokol, Region F Mentor Teacher, Los Angeles Unified School District

PLANNING CHECKLIST

MATERIALS

Handouts:

H1. Preparation for a Panel Discussion with New Mentor Teachers (A Discussion Guide for Experienced Mentors)

H2. Preparation for a Panel Discussion with New Mentor Teachers (A Discussion Guide for Beginning Teachers)

Additional Materials/Equipment:

1. Stick-on name tags or 5" x 8" name cards for panelists
2. Felt-tip markers (multicolor)
3. Watch or clock

TIME REQUIRED:

Contacting panelists	2 hours
Panelist presentation	30 minutes
Questions and answers	30 minutes

PREFERRED ROOM ARRANGEMENT:

A table and 3-5 chairs at the front of the room for panelists. Other chairs in U-shape facing panelists. If the audience is larger, arrangements should simply ensure that the audience can see and hear the panelists clearly.

I. OBJECTIVE

This panel allows mentors and beginning teachers to discuss questions, concerns, and hopes they have for working in this new professional relationship.

II. PURPOSE:

The panel provides new mentors with an understanding of how the mentor relationship looks from two vantage points: the mentor and the beginning teacher.

III. SEQUENCE OF EVENTS:

A. Contacting Panelists

Select a balance of mentor teachers and beginning teachers as panelists. Panelists should represent various schools, grade levels, and content areas. This ensures that the new mentors will hear a wide range of expectations about mentoring.

Be sure to provide each panelist with the approriate handout to guide discussion, either "Preparation for a Panel Discussion with New Mentors (A Discussion Guide for Experienced Mentors)" or "Preparation for a Panel Discussion with New Mentors (A Discussion Guide for Beginning Teachers)." III. H2

Assign each panelist a specific discussion topic and ask that the panelist plan a five-minute presentation. Circle on the handout sheet the

topic number assigned to each panelist before sending it out. Keep a master copy of the subjects assigned for yourself.

Explain that the five-minute time period is short and ask the panelists to be prepared to highlight only the main ideas about the topic—ones most important to get across in a short presentation.

Troubleshooting Guide: If it is not possible to send the panelists a copy of the panel discussion guide, take 10 minutes to read the topics and possible questions over the phone to prepare the panelists. Ask the panelists to arrive 15 minutes before the presentation in order to meet one another.

B. **Setting Up the Panel**

Provide a stick-on name tag for panelists or ask each to write his or her name on a folded 5" x 8" card and place the name card on the table in front of each panelist.

Introduce the panelists to one another before the panel and explain which topics each will discuss. Remind panelists that it is difficult to anticipate the kinds of questions that might be asked during the question and answer period. It is okay not to know an answer. Also, two or more panelists may want to answer the same question from different points of view.

C. **Moderating the Panel**

Welcome the new mentors and beginning teachers and briefly explain the objective, purpose and structure of the panel. Panelists should be asked to introduce themselves and state the topic each will address.

As moderator, explain that you will be the clock watcher and will alert the panelists when five minutes are up. Also explain that questions will be held until after all presentations have been completed.

Ask the first panelist to begin. If necessary, interrupt the panelist at the five-minute point and ask that he or she wrap up in another minute. The rest of the presentations should be made in similar fashion.

D. **Question and Answer Period**

After all presentations are completed, ask for questions from the audience. Ask each questioner to give his or her name and district prior to asking the question and to direct questions to a specific panelist if possible.

As moderator you should make sure that all panelists have opportunities to answer at least one question and to add to or expand on other panelists' answers. Also make sure that no one questioner dominates the question and answer period. If one district or school seems overrepresented in the questioning, you may want to ask for questions from mentors from other districts, grade levels, or content areas.

E. **Panel Wrap-up**

After 20 minutes of questions and answers, alert the audience that they have only 5-10 minutes left. At the 25-minute point, ask for one or two final questions.

After the last question, thank the panelists and the audience. You might wrap up with a reminder that mentoring is new, and new mentors can add considerably to the field by keeping journals of their experiences to share with other mentors as the year progresses.

HANDOUT 1

PREPARATION FOR A PANEL DISCUSSION WITH NEW MENTOR TEACHERS

A Discussion Guide for Experienced Mentors

This sheet offers some ideas to help you prepare to serve on a panel for new mentor teachers. Your co-panelists are experienced mentors and first-year teachers from different districts. Our aim is to provide new mentors with a sample of the vast degree of differences possible in the mentoring experience.

Your specific presentation topic is circled below. Each of you will have five minutes for a formal presentation. After all presentations are made, the new mentors will have a 20-30 minute period for questions and answers. It is difficult to anticipate the kinds of questions that may be asked. Consequently, look over the entire list of presentation topics and be prepared to talk about your experiences as they relate to each topic.

I. BASIC INFORMATION

A. Your school and district or region

B. The grade and subject area(s) you teach

C. A profile of your newly assigned teachers

1. The number assigned to you
2. The grade and subject area of each
3. The location (on site or at another school)

II. YOUR SCHOOL'S OR REGION'S APPROACH TO MENTOR RESPONSIBILITIES

Since the panel members are from different regions and schools, your approach to procedures will vary within district and state guidelines. These procedures generally deal with:

A. Interacting with the principal

B. Responsibilities within the region

1. Demonstrations
2. Leading inservices
3. Involvement with workshops

C. Staff development at school site

D. Use of mentor days

E. Use of mentor money

F. Assisting individual teachers via conferences

G. Mentor Teacher Advisory Committee

III. YOUR INDIVIDUAL APPROACH

While all three areas listed below are important, we ask each of you to focus on only one or two aspects of your experience. Remember: you are a mentor, and what you bring to the group with your individual helpful hints elicits the most response. Each person in the audience is seeking a starting point that will suit his or her own situation and personality. The diverse perspectives you bring help the new mentors to begin on a positive basis.

The topics you've been asked to talk about are

A. Organizing Your Time

1. When and how do you arrange demonstrations for on-site teachers?
2. When and how often do you hold group meetings with the new teachers?
3. What will be the purpose of these meetings (registers, grading, conferencing, yard duty, etc.)?
4. What's the best way to use your mentor days?
5. How and when do you arrange time to be spent with individual teachers outside the school day to help with their individual problems?

B. Personal Interaction

1. What is your individual approach to classroom visitations?
2. How do you communicate your observations and provide feedback?
3. What methods do you use for encouragement?
4. How do you deal with the unsuccessful teacher?
5. What do you do about the teacher who refuses your help?

C. Providing Access to Other Resources

1. When and where do you meet with new teachers prior to school's opening day to acquaint them with on-site procedures that we often take for granted?
2. How do you provide an introduction and access to region or district resource personnel?
3. How do you introduce on-site resource personnel and their functions?

IV. TIPS FOR PANELISTS

If you have any visual aids that your new teachers have found effective, have them available for perusal by the audience. This also includes handouts. Some examples are

1. A portable file box containing samples of lesson plans, survival techniques for the first day and week, articles on discipline, bulletin board ideas, and other useful reference ideas
2. Model of various room arrangements
3. School handbook

Above all, be realistic and honest, supportive and enthusiastic.

HANDOUT 2

PREPARATION FOR A PANEL DISCUSSION WITH NEW MENTOR TEACHERS

A Discussion Guide for Beginning Teachers

This sheet offers some ideas to help you prepare to serve on a panel for new mentor teachers. Your co-panelists are experienced mentors and first-year teachers from different districts. Our aim is to provide new mentors with a sample of the vast degree of differences possible in the mentoring experience.

Your specific presentation topic is circled below. Each of you will have five minutes for a formal presentation. After all presentations are made, the new mentors will have a 20-30 minute period for questions and answers. It is difficult to anticipate the kinds of questions that may be asked. Consequently, look over the entire list of presentation topics and be prepared to talk about your experiences as they relate to each topic.

I. BASIC INFORMATION

A. Your school and district or region.

B. The grade and subject area(s) you teach.

II. YOUR EXPERIENCE SO FAR AS A FIRST-YEAR TEACHER

A. Teaching responsibilities and other responsibilities (how big is the load?)

B. How's it going?

Plan to share examples of main areas that have gone well; these are areas that a mentor should plan to notice, confirm, and "celebrate."

Plan to share examples of areas where you were stuck, and a mentor did help or could have helped.

Some examples:

- Organizing materials and seating in the classroom
- Managing student behavior in the classroom
- Planning lessons and activities that work for your students
- Deciding appropriate homework assignments; getting homework returned
- Locating texts or other materials
- Grading/evaluating student progress
- Handling parent conferences; communicating with parents
- Understanding and completing the school/district paperwork
- Discovering what resources are available (human and material), and how to get access to them
- Establishing a good working relationship with other teachers or the principal

III. YOUR EXPERIENCE WITH A MENTOR

A. The mentor match: What is your mentor's grade level, subject area, location?

B. Getting started: How were you assigned and introduced, and how did you begin working together?

C. Working together: Did you work closely together, and how? How often? Doing what? Did you use release time? Did you observe the mentor? Did the mentor observe you?

D. Payoffs: What did the mentor most contribute to your success in the first year?

E. Problem areas and advice: If there were problems, how would you describe them so that a new mentor could learn from them? What's your advice on making the mentor relationship go well?

Remember, your job is to help get this group of new mentors off to a good start in their relationships with beginning teachers. Stress what they can do to help the relationships succeed.

SEGMENT III.2

ASSISTING THE NEW TEACHER

Segment III.2.1

ICEBREAKERS

PURPOSE:

The purpose of this workshop is to provide an opportunity for mentors to practice first introductions to a beginning teacher.

DEVELOPER:

Eric Forseth, M.A., M.Ed., Mentor Teacher

Trinity Street Elementary School, Los Angeles Unified School District

PLANNING CHECKLIST

MATERIALS:

1. Chart paper
2. Felt-tip markers (multicolor)
3. Tape or tacks

TIME REQUIRED:

30 minutes

PREFERRED ROOM ARRANGEMENT:

U-shape for whole group interaction. Small group accessibility will also be needed.

I. OBJECTIVE:

The objective of this activity is to provide focus and personal meaning for training.

II. PURPOSE:

A mentor's first meeting with a beginning teacher can be awkward. Time may be limited (first faculty meeting) and the mentee may be excited, nervous, or intimidated. An effective, well-meaning introduction is an asset.

III. SEQUENCE OF EVENTS:

The icebreaker should be one [30 min] with which you are familiar and enjoy. One successful strategy is to randomly pair each mentor and instruct them as follows:

A. State to mentors: "You have just met one beginning teacher with whom you have been assigned. How would you initiate this conversation? Give at least one example of your 'icebreaker.' It can be serious, humorous, interrogative, or whatever you feel works best for you."

B. Ask each mentor to introduce his or her partner to the group and share the icebreaker used.

C. Write on chart paper or a blank transparency the icebreaker strategies as they are identified.

D. Discuss the strengths or possible pitfalls of the icebreakers after all have been charted.

SEGMENT III.2

ASSISTING THE NEW TEACHER

Segment III.2.2

ORGANIZING A RESOURCE FILE

PURPOSE:

This workshop provides the mentor with organizational and management tools to help him or her work effectively and efficiently with newly assigned teachers.

DEVELOPER:

Eric Forseth, M.A., M.Ed., Mentor Teacher

Trinity Street Elementary School, Los Angeles Unified School District

PLANNING CHECKLIST

MATERIALS

Handout: H1. Organizing a Resource File

Transparency: T1. Purpose Statement

Additional Materials/Equipment:

1. Chart paper (overhead optional)
2. Felt-tip markers
3. Tape or tacks
4. The 3-ring mentor binder

TIME REQUIRED:

Organizational Plan/Discussion	45 minutes
Break	15 minutes
Orientation to Procedures	45 minutes

PREPARATION TIME:

Xeroxing and collating materials

Preview conferences and questioning strategies

Compile sample binder or file

PREFERRED ROOM ARRANGEMENT:

U-shape for whole group interaction. Small group accessibility will be needed.

I. OBJECTIVE:

Each mentor will organize a binder or file to facilitate his or her work with newly assigned teachers.

II. PURPOSE:

This activity allows new mentors to develop an individualized organizational tool that includes sections for individual mentees, subject areas, classroom management and environment guidelines, and specific categories identified and organized in order of priority by the individual mentor.

III. SEQUENCE OF EVENTS:

A. You may want to give a 10 min. formal introduction of your background and experience, and state the goals for this particular session.

B. Display Transparency 1, T1 the purpose statement, and say: "Mentors are frequently asked to work with beginning teachers in other grade levels or at other school sites, or to lead staff development activities which deal with specific topics. Since mentors cannot carry their classrooms with them, they need to develop an organizational tool (binder or file) which is portable, and that the mentor can use as a reference for materials, strategies, and resources."

Note: You should have your own binder or file to refer to as you proceed through Handout 1.

C. Refer to your own copy [H1 and binder] of the 3-ring binder to illustrate Handout 1 point by point. Encourage binder participants to share their own ideas about appropriate categories for incorporation into an organizational tool.

Troubleshooting Guide: Beginning teachers need to see good lessons. One successful strategy for building a file of good lessons is to ask participants to share their own demonstration lessons. You may want to designate a few mentor lesson plan coordinators and ask mentors to sign up by name, school and subject area in which the lesson was given. Each mails his or her lesson to the designated mentor, who collates and mails all lessons to each workshop participant. This gives mentors a variety of lessons in all subjects and in all grade levels to file in their binder.

D. Conduct a brief evaluation [5 min] of the workshop activity, asking participants for feedback on areas that might be strengthened or lengthened.

HANDOUT 1

ORGANIZING A RESOURCE FILE

As a mentor teacher, you will be expected to share your expertise with others. Frequently, this will involve the preparation of materials, plans, and schedules. Taking the time to plan and prepare a management system now will save valuable time (and headaches!) later. You will find that you refer to these items over and over again, so an effective management tool will be invaluable to you and those colleagues you work with.

A looseleaf binder for easy access with appropriate headings is one such tool. Headings should incorporate all those duties associated with the role expectations of a mentor teacher. Possible subject headings might include

A. Subject Area References

- Reading
- Mathematics
- Language Arts
- Spelling
- Vocabulary/ESL
- Health
- Science
- Social Studies
- Physical Education
- Music/Art

Within each subject area, subheadings should allow for:

- demonstration lesson plans
- centers
- bulletin boards
- evaluation tools

B. Classroom Management Techniques

C. Classroom Environment

1. Include photographs of primary/upper classrooms (your own, other mentors, others which serve as good role models)

D. District/Region Correspondence

E. Resources (books, research, duplicating references - supply store addresses)

F. Section Reserved by Name for Each Mentee

G. Personal Log

Reminders

If you continually refer to certain aspects of the elementary school curriculum (*The Balanced Curriculum*, LAUSD Publication X-107, Office of Elementary Instruction, 1979), xerox those particular pages and include them in your binder, rather than carry the entire guide. For example, many mentor teachers find those sections dealing with room arrangements and sample grade-level lesson plans useful.

Share demonstration and inservice lesson plans with one another. You may find yourself working with a colleague in an unfamiliar grade-level or subject area!

TRANSPARENCY 1

PURPOSE

This activity allows new mentors to develop an individualized organizational tool that includes sections for individual mentees, subject areas, classroom management and environment guidelines, and specific categories identified and organized in order of priority by the individual mentor.

SEGMENT III.2

ASSISTING THE NEW TEACHER

Segment III.2.3

ORIENTATION TO SCHOOL PROCEDURES

PURPOSE:

The purpose of this activity is to provide the mentor with a meeting format for orienting new teachers to school procedures.

DEVELOPER:

Jacqualine Sokol, Los Angeles Unified School District

PLANNING CHECKLIST

MATERIALS

Handouts:

H1. General Orientation for Beginning Teachers

H2. Orientation to School Procedures for Beginning Teachers

H3. Follow-up Meetings for Beginning Teachers

TIME REQUIRED:

3 hours

PREFERRED ROOM ARRANGEMENT:

A U-shape desk arrangement is preferred.

I. OBJECTIVE:

New mentors will learn a meeting format for orienting new teachers to school procedures.

II. PURPOSE:

This activity will help mentors efficiently cover the routine procedures that their mentees need to know about school operations.

III. SEQUENCE OF EVENTS:

A. Introduction to Orientation Meeting

State the following to participants: "Whether you're a new or experienced mentor, time is always a major factor in doing an effective job. No matter how many beginning teachers you have under your guidance, finding the time to help them with the survival skills, the paperwork, and the necessary procedures that are a part of each school day (and that the veteran teacher often takes for granted) is perhaps one of our most essential tasks. Unfortunately, many new teachers don't ask questions about some of these procedures, and we, as mentors, often neglect them. If we anticipate the need for information on routine procedures, mentors may be able to take some of the peripheral stress off the new teacher and the mentor."

"One way of orienting new teachers in a short period of time is to have group meetings with them. The most important time to meet to orient beginners and even the experienced teachers new to your school is before school begins. With the cooperation of your administrator, an invitation could be issued to your mentees with the welcome-back-to-school letter sent by your principal. The length of the meeting can vary, of course, depending on what you, the mentors, want to cover. It could also be scheduled for two separate days. You can divide this meeting format into two parts."

B. Part One: Basic Orientation for Both Beginners and Other New Teachers

Discuss each point covered in Handout 1.

C. **Part Two: Orientation for Beginning Teachers Only**

At this point discuss the [redacted] survival procedures for the beginning teacher in the first weeks of learning the ropes, covered in Handout 2.

Point out that if this orientation meeting is held at least a week before school begins, beginning teachers can use the rest of the time to get prepared and feel a bit more organized. It may only be the tip of the iceberg, but it is surprising how much it helps them.

D. **Follow-up**

Explain that throughout the [redacted] year, the mentor, with the help of the principal, should anticipate the need for a group meeting. Meetings held just prior to a due date for one of the many reports due for the school/district/region can help prevent reporting "overload" for beginning teachers. Handout 3 covers some examples of such meetings.

E. **Evaluation**

Ask mentors to briefly assess the usefulness of this workshop.

HANDOUT 1

GENERAL ORIENTATION FOR BEGINNING TEACHERS

1. Introduce yourself as a mentor, explaining your role, putting the mentee at ease, and interacting with the new teachers.

2. Introduce the school plant and its routines.
   a. Obtaining supplies.
   b. Locating the supply room and showing what is available.
   c. Clarifying cafeteria procedures.
   d. Discussing line-up routines for cafeteria, fire drills, exiting classes, and so forth.
   e. Locating the work room and explaining the uses of the machines.
   f. Locating the book room and discussing the procedure for getting classroom books.

3. Have available a brief outline of school personnel and their duties.
   a. Office staff.
   b. Custodians.
   c. Cafeteria staff.
   d. Nurse.
   e. Coordinators.
   f. Counselor.
   g. Other special staff, such as the librarian or resource teacher, speech teacher, adaptive physical education teacher.

HANDOUT 2

ORIENTATION TO SCHOOL PROCEDURES FOR BEGINNING TEACHERS

1. Ideas for the first day and week.

2. Temporary attendance procedures.

3. Examples of room arrangements and bulletin boards.

4. Temporary reading groups.

5. Office referral forms for nurse, discipline, parent pick-up, and so forth.

6. Classroom management ideas.

7. Answering questions.

8. If necessary, going to classrooms and assisting with room arrangements, bulletin boards, and other set-up needs.

HANDOUT 3

FOLLOW-UP MEETINGS FOR BEGINNING TEACHERS

1. Deciphering and using a cumulative record card.

2. Filling out and keeping accurate attendance cards—what to do in case of absence, moving in or moving out.

3. Filling out the monthly attendance registers.

4. Setting up reading groups.

5. Grading and conferencing.

6. Learning and discipline problems—recognition, diagnosis, evaluation.

7. Yard duty procedures.

8. Purpose of physical education and suggestions for activities.

9. Testing—city and state.

10. Closing out records at the end of the year.

III. ASSISTING NEW TEACHERS:

References and Resources

PROGRAM DESCRIPTIONS

Beginning Teacher Internship Program. Jefferson County Public Schools/Gheens Professional Development Academy (Louisville, KY).

The Professional Development Academy includes several components designed to improve induction. In the Beginning Teacher Internship, the mentor is one member of a three-person team organized to give assistance to any beginning teacher. Team members receive training in classroom observation, and also participate in the academy's Resource Teacher Support Group. Beginning teachers also participate in a support group. Finally, 15 Professional Development Schools, not yet implemented, will be modeled on the "teaching hospital." Eventually, they will serve as the primary means for inducting both new teachers and new principals. For information, contact:

Phillip C. Schlechty, Director
JCPS/Gheens Professional Development Academy
4425 Preston Highway
Louisville, KY 40213
(502) 456-3494

Brooks, D. M. (ed.) (1987). *Teacher induction: A new beginning.* Reston, VA: Association of Teacher Educators.

A collection of papers prepared for the National Commission on the Induction Process. Summarizes main issues in designing an induction program, and provides an overview of local and statewide programs.

Connecticut Beginning Year Teacher Support and Assessment Program

In preparation for a change in its teacher certification policy, Connecticut has begun to pilot mentor programs aimed at providing support to first-year teachers. For information, contact:

Cynthia Jorgensen
Connecticut State Department of Education
P. O. Box 2219
Hartford, CT 06145
(203) 566-7163

The teaching residency: Vignettes of five programs for support of beginning teachers. Sacramento: California State Department of Education.

This set of program descriptions was prepared for a policy seminar on California's Beginning Teacher Assessment and Support Project. Program descriptions include the following:

The Oregon Institution of Higher Education Resident Masters Program

Oklahoma Entry Year Induction and Certification Model

Albuquerque Public Schools and University of New Mexico Graduate Intern and Teacher Induction Programs

Wheeling/Ohio County Teacher Induction Program

Winston-Salem/Forsyth County Schools: Initial Certification Program

PROGRAM MATERIALS

Orientation Checklist for Newly Assigned Teachers. Adapted from *Personnel Administration in Education*, by Ronald W. Rebore (Prentice-Hall, 1982).

The Auburn Washington district has prepared a checklist that enables everyone to look good—new teachers can see the areas in which they are expected to be knowledgeable; supervisors and mentors can see areas in which they should be prepared to be helpful. The areas range from bureaucratic (copy of the contract, etc.) to administrative expectations for a school, to lesson planning, substitute procedures, and so forth.

Wildman, T. and Borko, H. (1985). *Beginning teacher's handbook*. Blacksburg, VA: Virginia Tech.

This handbook is based on a review of more than a decade of research on beginning teachers. The handbook is oriented toward the teacher as problemsolver and decisionmaker.

Wolfe, P. R. (n.d.). *Instructional skills trainers' manual*. Napa, CA: Napa County Office of Education.

This manual provides training scripts, handouts and transparency masters for a 30-hour training program in elements of effective instruction, derived largely from Madeline Hunter.

RESEARCH ON THE BEGINNING TEACHER

Feiman-Nemser, S. (1983). Learning to teach. In L. S. Shulman and G. Sykes (Eds.), *Handbook of teaching and policy*. New York: Longman, Inc.

This chapter is premised on the notion that learning is the central feature of teaching, and that all teachers are students. The author advocates an induction period that would place less of a premium on mastering the "tricks of the trade," by instead fostering a conceptual understanding of teaching that evolves over time, and that equips teachers to make good decisions in the classroom. It is that stance toward teaching and learning to teach that might be particularly productive in a training program for mentors.

Hart, A. W. and Adams, G. V. (1986). Preservice socialization for teacher career ladders. *Journal of Teacher Education* (November-December), 59-64.

This article will be useful for anyone attempting to increase effective support for beginning teachers. Although the article describes a preservice program, its emphasis on close collaboration between student teachers and experienced teachers makes it suitable for adaptation by mentors and first year teachers. The authors provide a detailed description of the arrangements they made for joint lesson planning, observation of one another's teaching, and problem-solving sessions. As part of the preparation for the experiment, the university faculty included the participating student teachers in training for classroom observation. Such training for first-year teachers might make the observational parts of mentoring more successful and satisfying—or at least less threatening.

IV. CLASSROOM ORGANIZATION AND MANAGEMENT FOR NEW TEACHERS

INTRODUCTION

Classroom organization and management is one of the recurring problems for new teachers. "Teaching in a crowd" proves to be a challenge, even for teachers who have had previous experience with children (e.g., as parents, tutors, camp counselors). Teachers who have served as classroom aides may be startled to discover how much additional planning they must do when they assume independent responsibility for a classroom.

In response, researchers have produced a large and growing body of classroom-based studies which examine effective classroom management. Much of this research has also been translated into well-tested practical programs. This wealth of research and practical knowledge has been organized here for use by mentors.

Mentors arrive at this training with many years' experience in classroom management. Each mentor has established routines that work for him or her, but that may not always work for others. Often, the mentor's own routines are so habitual that they feel intuitive, and may be hard to describe fully to someone else.

This section of the training helps mentors take a more analytical look at effective classroom management practices. It provides mentors a framework for describing their own practices, and for interpreting some of the problems experienced by first-year teachers. The techniques and suggestions provided by the group of mentors gives each participant a bigger supply of examples to use. Finally, according to mentors who completed the program, the research-based frameworks give mentors a way to recognize (and celebrate!) their own accomplishments.

The most frequently used classroom management approaches fall into three broad topics:

• *Effective classroom organization.* The best-known materials were prepared at the University of Texas, based on several years of research in actual classrooms. As part of their research, the Texas group developed training manuals for use with elementary and junior high teachers. One of the major advantages of these materials is their emphasis on *planning* for all aspects of effective classroom organization—from the arrangement of physical space to student accountability for homework.

• *Managing student behavior.* Some programs have gained popularity because they offer systematic, workable ways to establish student discipline and to handle classroom disruptions. Among the most widely used examples is Assertive Discipline, developed by Fred Jones. In each case, the program's effectiveness rests heavily on the consistency with which teachers use it.

• *Promoting mutual responsibility among students.* Classroom order is easier to maintain when students develop a sense of responsibility for the success of their classmates. "Learnball," published by Learnball League International, Pleasant Hills, Pennsylvania, is particularly geared toward elementary and junior high school students and was developed specifically to ease classroom management problems.

Programs for "cooperative learning" or "student team learning" were originally developed with other purposes; however, when students work in teams, classroom management problems soon diminish. Among the best known examples of cooperative learning approaches are the various student team-learning programs developed at Johns Hopkins University; the cooperative learning programs for elementary school students developed at Stanford University; and the approaches advocated by University of Minnesota faculty David and Roger Johnson. First-year teachers may find it difficult to use these approaches unless they have a reasonably good grasp on whole-group classroom management and lesson planning.

THE TRAINING SEGMENTS

Two of the three main approaches have been included in the core mentor training provided by Los Angeles Unified: Effective Classroom Management, using the University of Texas materials; and Learnball, using a certified Learnball trainer and Learnball materials. (The original core training for mentor teachers in Los Angeles Unified did not include a segment on student behavior management because training on that topic was already readily available to mentors and beginning teachers in the district. However, the advantage to including each segment of the Learnball workshop and the University of Texas training in the present mentor training, time permitting, is that the content can be tailored specifically to a mentor's work with beginning teachers.)

Segment IV.1: Learnball Workshop (program summary only)

This three-hour workshop introduced mentors to the main elements of the Learnball approach, and provided each participant with a Learnball manual. The training was conducted by an elementary classroom teacher and former mentor in the district, who had been certified as a Learnball trainer.

Because the Learnball training is designed for delivery by certified trainers, we have not included a full training script here. Instead, we have summarized the main elements of the program and provided readers with sources for more information.

Segment IV.2: Classroom Organization and Management

The workshop begins with a strength detector exercise that permits mentors to examine their ability to assist beginning teachers in each of nine areas:

- Organizing your room and materials for the beginning of school
- Developing a workable set of rules and procedures
- Monitoring student accountability
- Setting consequences
- Planning activities for the first week
- Maintaining your management system
- Instructional clarity
- Organizing instruction
- Adjusting instruction for special groups

Instruction on these nine topics was based largely on materials developed by Ed Emmer and his associates at the University of Texas. The materials enable teachers to plan an approach to classroom management that (1) suits individual preferences or style, and (2) takes careful account of all aspects of classroom life, from seating arrangements and rules for behavior to grading and accountability for homework.

SEGMENT IV.1

LEARNBALL WORKSHOP

PURPOSE:

This workshop teaches mentors a classroom management technique designed to promote mutual responsibility among students.

DEVELOPER:

The Learnball League International, P.O. Box 18221, Pleasant Hills, PA 15236

I. OBJECTIVE:

This activity introduces to mentors one of several effective classroom management techniques. This activity also promotes mutual responsibility among students.

II. PURPOSE:

This activity helps mentors begin to build a resource file of effective classroom management techniques which they can share with beginning teachers.

III. SEQUENCE OF EVENTS:

Learnball is a classroom management system based on peer approval, cooperation, and team competition. The system is designed as a game in which classroom teams (usually two teams per class) compete for points. Teams earn points for successfully accomplishing various tasks. These may range from completion of homework assignments to active, appropriate classroom participation or improved test scores. Because Learnball is fun for students, the classroom atmosphere improves. This, in turn, helps to reduce the teacher's stress in managing classroom behavior and improves teacher-student rapport.

The source for the Learnball training manual is listed in the References and Resources section of this chapter.

SEGMENT IV.2

CLASSROOM ORGANIZATION AND MANAGEMENT

Segment IV. 2.1

STRENGTH DETECTORS

PURPOSE:

This workshop is designed to assist mentors in providing support to new teachers for the effective management and organization of the secondary classroom.

DEVELOPER:

Jacqueline Andrew Morris, Los Angeles Unified School District

PLANNING CHECKLIST

MATERIALS

Handouts:

H1. The Strength Detector

H2.* The Strength Detector Checklist

TIME REQUIRED:

40 minutes

PREFERRED ROOM ARRANGEMENT:

Chairs in circle is preferred

I. OBJECTIVE:

The new mentors learn a technique for identifying professional strengths in others.

II. PURPOSE:

The new mentors learn what their colleagues see as their administrative and teaching strengths. They will also experience their own approach to strength detecting in others.

III. SEQUENCE OF EVENTS:

A. **Introduction of Leader** 5 min.

Introduce yourself and briefly describe your mentor and teacher experiences.

B. **Introduction of Participants** 15 min.

Introduce the name game, asking one person to start by stating his or her name followed by an adjective describing him or herself. The next person repeats the first name and adjective and adds his or her own name and an adjective. The game continues until all participants have participated.

C. **The Strength Detector Exercise: A Team Building Approach** 15 min. H1, H2

Distribute Handouts 1 and 2 for participants to read before beginning the exercise. Ask participants to form groups of three, selecting groups where they are not well acquainted with group members. Instruct each group to form a triangle with their chairs. Explain that one person is appointed the *Strength Detector*. The Detector's job is to find out the strength of the person sitting across from him or her. The other participant in the group is a *Detector Helper*, whose job is to help the Detector with the work. The Helper should pitch in whenever he or she can discover or reveal a strength.

The Detector is seeking to learn the good things about the person being questioned. Explain that the Detector is looking for strengths that are valuable to education in general and to administraion and teaching in particular. The Detector is looking for educational skills, understandings, abilities, attitudes, and philosophies.

Establish the ground rules for the activity: it will last approximately 15 minutes, and the Detector role should rotate every five minutes so that each person in the group has a chance to be the Detector *and* to have strengths identified.

After completion of the exercise, ask the group to comment on the exercise. The following questions might help direct the feedback: 5 min.

1. Did anything you learned about your own strengths surprise you?
2. How comfortable were you in searching out a colleague's strengths?
3. How might you use this skill in your work with beginning teachers?

* Handout 2 is an excerpt from materials originally produced by the Research and Development Center for Teacher Education, the University of Texas at Austin. They are included in E. Emmer, C. Evertson, J. Stanford, B. Clements, M. Worsham (1984), *Classroom Management for Secondary Teachers*. Englewood, NJ: Prentice-Hall.

HANDOUT 1

THE STRENGTH DETECTOR

by Dr. Gary Fenstermacher, ERA, Inc.

I. WHAT ARE MY STRENGTHS?

When this question is asked under normal circumstances, a person is asked to identify for others his or her own strengths. But self reports in a team situation are usually without value; what is valuable is what the other members of the team *believe* are the person's strengths. Thus, in a team situation, other members must learn for themselves what each other's strengths are. Unfortunately, the politics of teaming generally involve so much competition that members are more anxious to make their own strengths clear to other members than they are to draw out other's strengths. Furthermore, in our culture, it is considered gauche to brag, so we resort to subtle, sometimes devious means to expose our strengths to others. This simulation calls for turning the usual situation around. It is called, "The Strength Detector."

II. SIMULATION INSTRUCTIONS

Form yourselves into groups of three. Try to get into groups where you are not too well known, but if it is important for you to be with familiar faces, that's O.K. The person facing north or near north is appointed the *Strength Detector*. The Detector's job is to find out the strengths of the person sitting across from him or her. The other participant in the group is a *Detector Helper*, whose job is to help the Detector to do most of the work. The Helper should definitely pitch in whenever he or she can discover or reveal a strength.

The strengths being sought by the Detector are those believed valuable to education in general and to administration and teaching in particular. The Detector is seeking the educational skills, understandings, abilities, attitudes, and philosophies. The Detector is seeking to learn the good things about the person being questioned. *The Detector may draw any positive conclusions he or she wishes, but the subject cannot deny or affirm that the strengths identified are those he or she possesses.*

There are no more clues to be given, but feel free to ask the training facilitator any questions. Please understand that there are no right or wrong methods, questions, or answers. Rather, we are learning how to learn about the strengths of another person. The Detector should begin the simulation by asking questions, probing for skills, and abilities. The Detector should try to discover and list as many strengths as possible.

This experience will last approximately fifteen minutes. *The Detector's role should switch to another person every five minutes.*

The new Detector questions a different person. Remember, *write* the strengths *down on paper*, and keep the lists. The real tasks are to learn a new social role, to experience what others judge to be your strengths, and to experience the frame of reference you use as Detector in attempting to discover another's strengths.

HANDOUT 2

THE STRENGTH DETECTOR SKILL LIST

Please write down your strengths, skills, abilities and talents within your present and/or past job assignments in the first column. In the second and third columns, write down the strengths of the two persons who are participating in your discussion triad. Be sure to write down those strengths *that you believe he or she possesses.*

MY STRENGTHS	_____ STRENGTHS NAME	_____ STRENGTHS NAME

SEGMENT IV.2.2

EFFECTIVE CLASSROOM MANAGEMENT AND ORGANIZATION

PURPOSE:

Mentors will develop a repertoire of techniques and procedures for assisting new teachers.

DEVELOPER:

Jacqueline Andrew Morris, Los Angeles Unified School District

PLANNING CHECKLIST

MATERIALS

Charts:

- C1. Objectives
- C2. Organizing Your Room and Materials for the Beginning of School
- C3. Developing a Workable Set of Rules and Procedures
- C4. Monitoring Student Accountability
- C5. Setting Consequences
- C6. Planning Activities for the First Week
- C7. Maintaining Your Management System
- C8. Instructional Clarity
- C9. Organizing Instruction
- C10. Adjusting Instruction for Special Groups

Handouts:*

- H1. Checklist - Rules and Procedures
- H2. Checklist - Accountability
- H3. Case Study G - Maintaining the Management System
- H4. Case Study H - Poor Maintenance of the Management System
- H5. Case Study I - Poor Clarity
- H6. Case Study J - Clear Instruction
- H7. Teacher Clarity
- H8. Some Problems Frequently Occurring in Transitions
- H9. Pacing
- H10. Adjusting Instruction for Special Groups

Additional Materials/Equipment:

1. Broad-tip markers (multicolor)
2. Tape recorder (optional)
3. A taped lesson (optional)

TIME REQUIRED:

3 hours

PREFERRED ROOM ARRANGEMENT:

Chairs in circle is preferred.

I. OBJECTIVE:

This discussion is designed to give new mentors an idea of the range of areas in which beginning teachers may need help.

II. PURPOSE:

Mentors will develop a repertoire of techniques and procedures for assisting new teachers.

III. SEQUENCE OF EVENTS:

A. Display Chart 1, "Objectives," and conduct a group discussion of the objectives. Ask mentors to discuss how they have successfully implemented each point. 10 min. C1

B. Display Chart 2, "Organizing Your Room and Materials for the Beginning of School." Ask participants to discuss the following: 10 min. C2

1. How to prepare walls and bulletin boards to display rules, assignments, students' work and instructionally relevant materials.
2. How to arrange the room to enhance classroom control.
3. How to maintain organized work areas and obtain needed supplies.

C. Display Chart 3, "Devel- 10 min. C3

*Handouts 1-9 are excerpts from materials originally produced by the Research and Development Center for Teacher Education, the University of Texas at Austin. They are included in: E. Emmer, C. Evertson, J. Sanford, B. Clements, M. Worsham (1984), *Classroom Management for Secondary Teachers*. Englewood, NJ: Prentice-Hall.

oping a Workable Set of Rules and Procedures." Ask participants to discuss procedures that they find successful for each of the following:

1. Handling administrative matters in the classroom.
2. Managing student activities.
3. Managing instructional activities.
4. Ending the class.

Then distribute Handout 1 and explain that mentors might use this as a checklist when working with new teachers on classroom management. H1

D. Display Chart 4, "Monitoring Student Accountability," and clarify the meaning of each of the six categories. Then ask participants to break into small groups and fill out accountability sheets (Handout 2). At the end of 10 minutes, ask each group to report on answers to questions. 10 min. C4, H2

E. Display Chart 5, "Setting Consequences," and ask participants to remain in the small groups. Ask participants to construct a list of commonly broken classroom rules and list consequences they use that have been successful in maintaining classroom control. 15 min. C5

End the group activity at the end of 15 minutes and ask each group to present its listing and accompanying consequences. 10 min.

F. Bring the class back together and display Chart 6, "Planning Activities for the First Week." Discuss the chart and answer any questions. Then ask each participant to write down an initial content activity that's particularly effective in his or her subject field. 10 min. C6

After ten minutes, ask each participant to share the activity orally with the class. 10 min.

G. Display Chart 7, "Maintaining Your Management System." State, "The best management system cannot prevent all problems." Ask participants to discuss some special problems that they have encountered and share successes in dealing with the special problems. 10 min. C7

Have participants read and discuss the case studies. To carry out the case study discussion, divide the group in half. The first half will read Case Study G (H3), illustrating good use of the three maintenance strategies. The second half of the class will read Case Study H (H4), illustrating problems arising from poor monitoring, allowing misbehavior to continue, and inconsistent consequences. Ask participants to discuss alternative approaches to consider. 15 min. H3, H4

H. Display Chart 8, "Instructional Clarity," and ask participants to share how they plan lessons thoroughly, organize instruction into coherent sequences, and anticipate difficulties students might have. 10 min. C8

Have each participant create a checklist of student comprehension on a given lesson and share it with the group. This activity should take five minutes.

Distribute Handouts 5 (Poor Clarity) and 6 (Clear Instruction) and explain that the mentors can use these case studies to refine their skills in helping new teachers develop instructional clarity. H5, H6

If time permits and if a taped lesson is available, you may play a taped lesson for the group and ask participants to listen for elements of clarity or vagueness. Ask the group to use Handout 7 as a guide for discussion. Taped lesson, H7

I. Display Chart 9, "Organizing Instruction." Distribute Handouts 8 and 9 and ask participants to read and discuss "transition" problems and lesson pacing. 10 min. C9, H8, H9

J. Display Chart 10, "Adjusting Instruction for Special Groups," and distribute Handout 10. Ask participants to return to small groups. Explain Handout 10 and ask participants to use the seven-step lesson plan format to plan a creative, activity-oriented lesson for low academic-level students. 30 min. C10, H10

At the end of 30 minutes, ask each group to share the lessons with the other mentor groups. 15 min.

K. **Evaluation.** Conduct a brief evaluation of the workshop. 10 min.

CHART 1

OBJECTIVES

Mentors should be able to assist new teachers in the following areas:

1. Organizing room and materials for the beginning of school.
2. Developing a workable set of rules and procedures.
3. Monitoring student accountability.
4. Setting consequences for accountability procedures.
5. Planning activities for the first week.
6. Maintaining their management system.
7. Developing instructional clarity.
8. Organizing instruction.
9. Adjusting instruction for special groups.

CHART 2

ORGANIZING YOUR ROOM AND MATERIALS FOR THE BEGINNING OF SCHOOL

A. Walls, bulletin boards

B. Floor space
   1. Arrangement of student desks
   2. The teacher's desk, bookcase, overhead projector stand, file cabinet, and other equipment
   3. Work areas

C. Storage space and supplies
   1. Everyday supplies
   2. Everyday books and instructional materials

CHART 3

DEVELOPING A WORKABLE SET OF RULES AND PROCEDURES

These rules should include:

1. Expected student behavior during instructional activities.

2. Student behavior during non-instructional time.

3. Routines for handling administrative tasks.

4. Procedure for maintaining student responsibility for work.

CHART 4

MONITORING STUDENT ACCOUNTABILITY

1. Major facets of accountability.
2. Work requirements.
3. Communicating assignments.
4. Monitoring.
5. Checking work.
6. Academic feedback.

CHART 5

SETTING CONSEQUENCES

1. Reasonable Consequences
2. Penalties
3. Consequence for Accountability
4. Positive Consequences and Incentives
5. Consequences for Rules and Procedures

CHART 6

PLANNING ACTIVITIES FOR THE FIRST WEEK

1. Major Areas for Planning the First Week
   a. Length of periods
   b. Administrative tasks
   c. Copies of rules
   d. Establishing a beginning class routine
   e. Seat assignments

2. The First Day
   a. Before and at the bell
   b. Introduction
   c. Administrative tasks
   d. Presentation and discussion of class rules
   e. An initial content activity
   f. Cleaning up at the end of the period

CHART 7

MAINTAINING YOUR MANAGEMENT SYSTEM

1. Monitoring student behavior.
2. Handling inappropriate behavior promptly.
3. Consistent use of consequences.

Special Problems

1. Students who chronically avoid work.
2. Habitual rule breaking.
3. Fighting, destruction of property, display of weapons, and gross indecency.

CHART 8

INSTRUCTIONAL CLARITY

1. Illustrations of Clarity
2. Communicating Clearly
3. Effective Oral Communication Skills

CHART 9

ORGANIZING INSTRUCTION

1. Planning Classroom Activities
2. The Opening
3. Checking the Previous Day's Assignments
4. Content Development
5. Student Seatwork or Student Activities
6. The Closing
7. Variations in Activity Sequence (Pacing)

CHART 10

ADJUSTING INSTRUCTION FOR SPECIAL GROUPS

1. Establishing and Maintaining Your Management
2. Student Accountability
3. Planning and Conducting Instruction
4. Activity Sequences

HANDOUT 1

CHECKLIST: RULES AND PROCEDURES

SUBJECT	RULES OR PROCEDURES FOR STUDENTS	COMMENTS
I. BEGINNING CLASS		
A. Roll call, absentees, students who will be leaving early		
B. Tardy students		
C. Behavior during PA announcements		
D. Warmups or routines		
E. Distributing supplies and materials		
II. INSTRUCTIONAL ACTIVITIES		
A. Teacher-student contacts		
B. Student movement within the room		
C. Student movement in and out of the room		
D. Signal for student attention		
E. Headings for papers		
F. Student talking during seatwork		
G. What students do when work is done		
H. Laboratory procedures		
1. Distribution of materials and supplies		
2. Safety routines		
3. Cleaning up		
III. ENDING THE CLASS		
A. Putting away supplies and equipment		
B. Organizing different classes' materials		
C. Dismissing the class		
IV. OTHER PROCEDURES		
A. Student contacts with teacher's desk, storage		
B. Fire and disaster drills		
C. Lunch procedures		

HANDOUT 2

CHECKLIST: ACCOUNTABILITY

QUESTION	YOUR ANSWER
1. Describe your policy regarding a. heading papers, b. use of pen or pencil, c. writing on back of paper, d. neatness, e. incomplete work, f. late work, g. missing work, h. due dates, i. makeup work.	
2. Explain how you intend to a. post assignments, b. let students know assignments were missed while they were absent, c. explain how assignments will be graded, d. keep students aware of requirements for long-term assignments.	
3. For effective monitoring of work, how and when will you a. check on all students, not just the distracting or demanding ones? b. look carefully enough at student's work-in-progress to catch errors? c. achieve total class participation in oral activities?	
4. Tell what your policy will be regarding a. how students are to exchange papers, b. how students are to mark papers they check, c. how and where papers are to be turned in.	
5. Describe your plan for a. determining report card grades, including 1. components to be included, and 2. weight or percent for each component, b. grading daily assignments, c. recording grades with notations for identification and clarification, d. having students keep a record of their own grades, e. grading completed stages of long-term assignments.	

HANDOUT 3

CASE STUDY G:

MAINTAINING THE MANAGEMENT SYSTEM

As the students enter the room prior to the bell, Teacher is standing at the door. Mona asks the teacher if she can go to the bathroom. Teacher says, "Unless it is an emergency you have to be in this room before the tardy bell." Mona realizes that there is not enough time and sulks as she goes to her seat. Teacher points to the front chalkboard where she has written that students should take out two pieces of paper. When it appears that the students have all arrived, Teacher tells the students to put the title "Ordering Objects" on the top of one piece of paper. She stops to say, "Sara, quiet please. I see several people chewing something. If you have gum or candy, please get rid of it now, so I won't have to give any detentions after the bell rings." The teacher goes to a podium at the front of the room and begins to take roll. When the bell rings, she looks up and says to the class, "You are supposed to be taking out two pieces of paper, putting your heading on both of them and writing the title 'Ordering Objects' on one of the pieces of paper." Most of the students get quiet and busy. Three boys stay off task because one of them, David, is teasing the other two. The teacher makes eye contact with him as she says, "I would appreciate it if you would do what I ask." The boys get to work, and Teacher finishes checking roll.

Teacher begins to pass out dittoed worksheets to students, saying, "You have your own paper so don't write on the handout." She scans the room frequently to be sure all students have their papers ready and are not writing on the dittos.

Teacher begins the lesson on ordering objects. Seeing David bothering students around him, she stops after a minute and says, "David, go outside and do these exercises." David protests that he wasn't doing anything. The teacher repeats her instructions to him, and he leaves the room to sit in the "time out" desk by the door.

Teacher begins the lesson anew. She works through the first couple of questions with the students, telling them how to do the exercises and what should be written on their papers. She walks among the students, being sure that all students are doing the exercise correctly. One student, Hal, is having trouble. Teacher tells him she will help him in just a minute.

David sticks his head into the room and says, "I don't understand these." Teacher says, "Please do the best you can. I will deal with you later." She finishes walking through the class and goes to help Hal. The rest of the students are working quietly. Sue calls our quietly, "Miss, can I come up there?" The teacher says, "Why don't you raise your hand, and I'll come over there?" Sue raises her hand, Teacher nods to her, finishes with Hal, and goes over to help Sue. When Sue and all of the other students are working on their own, the teacher briefly checks on David and, seeing that he is seated and working in the hall, returns to the room to monitor the class.

When the students appear to be finished with the task, Teacher goes through the exercise with the class, calling on different students to answer her questions. When they are finished checking the exercise, she asks the students if anyone had any problems. No one says anything so Teacher asks a few students to answer a few additional questions to be sure they understood.

Teacher tells the students to look at the next exercise on the ditto. She goes to the chalkboard, draws a sample paper and demonstrates how she wants the students' papers to look. A student near the back of the room calls out, "Do we skip a line?" Teacher makes eye contact with the student. He realizes he didn't raise his hand. He does so. Smiling, the teacher calls on him, and he asks his question again. Teacher answers him this time, saying, "Yes, skip a line." She then goes through the first three questions on the exercise with the class and calls on students with their hands raised to answer their questions. She asks if anyone needs any extra help because they don't quite understand. No one raises his or her hand, so Teacher tells the students to go to work, that this exercise will be checked in a few minutes. After she checks to be sure Hal and Sue understand what to do, and circulates to be sure all students are working, she goes into the hall to talk with David. After a couple of minutes, he follows her sheepishly into the classroom, sits down, and goes to work.

HANDOUT 4

CASE STUDY H:

POOR MAINTENANCE OF THE MANAGEMENT SYSTEM

Description	Comments
When the tardy bell rings, students are still coming into the room, getting copies of a book on some shelves at the front of the room. Teacher tells the class that she has an announcement to make. She says if their spelling is not finished, they should do that first, and then join in with the reading later on. Teacher then says, "Roger, I think that means you." Teacher reminds the class that the bell has rung and adds that the class will not get to see the movie of the book they are reading if they have not reached page 275 before tomorrow, so they had better get quiet. When students don't get quiet, Teacher says that she has heard this class be quieter than this and so she knows they can do it. She waits about 10 seconds at the front of the room until the noise has subsided a little. She tells the class they have to stay in 10 seconds after class. She adds that today's lesson will be enjoyable if they will settle down.	Teacher does not enforce rule for being in class on time. Teacher creates a monitoring problem by having class members working on different things. This threat is unreasonable. She announces that the class has earned a penalty. This is acceptable only if the teacher follows through.
Teacher then begins to review what has happened in the book *Dr. Jekyll and Mr. Hyde* up to this point. Janey gets up to go to the pencil sharpener. Teacher says that she doesn't need a pencil. Janey protests that she is finishing her spelling. Teacher tells Janey that the next time she should follow the rule and sharpen her pencil before the bell.	Teacher is not aware of who is working on spelling. Teacher allows Janey to get away with breaking an established rule.
Teacher continues with her review, occasionally calling on one or two students at random to answer questions. She notices Donna talking to her neighbor and says, "Donna, if I hear another word out of you, you're going to the office."	This threat is too extreme.
Teacher asks a few more questions, calling on students with their hands raised, but also allowing call-outs.	Teacher calls on some students with their hands raised, but also allows call-outs.
When the call-outs get too loud, Teacher says, "You are disturbing me. I can't think when I am babysitting. You all are too old for this." At this point, Teacher begins to read from the book, beginning where they had left off on page 253. She sees Donna asking a neighbor a question, goes over to her desk, and writes out a referral slip for Donna. Teacher tells Donna she will send her to the office the next time she sees her talking. Teacher again begins to read, hears some whispering and stops. She notices Barry with his feet in the chair in front of him and tells him to sit up straight. He gets up and moves to a	The teacher should have stopped inappropriate call-outs when they started. She finally gets annoyed and badgers the students. Again, Teacher threatens Donna but does not follow through.

Description	Comments
chair at the back of the room. Teacher tells him to read where she has left off.	
Barry begins to read. Johnny and Allen start to snicker. Teacher ignores this. The snickering starts to spread as Barry reads. When Teacher notices Donna is snickering also, she tells her to go to the office. Donna shrugs, gets up, and leaves the room, not at all contrite. Teacher turns to the class and says, "Let that be a lesson to you all." Roger goes up to the teacher, and the Teacher says, "Don't ask questions about spelling now." He returns to his seat after picking up a book from the front shelves. Once at his seat he wads up the paper and tosses it under his desk. Teacher calls on other students to have them read. After about five minutes, Donna returns to the room to get a referral slip which the teacher had forgotten to give to her when she left. Donna leaves again and the students start to snicker again. Teacher tells the students they are really being bad today and warns that they will not get through with reading if they do not settle down.	Teacher appears arbitrary and inconsistent. She allows a number of students to snicker at Barry but punishes Donna. Class is interrupted because Teacher in her haste to get rid of Donna forgot to give her the referral slip. These students received only a warning for the same behavior for which Donna was sent to the office.
Teacher is very complimentary of most students after they have read. However, by accident she sometimes calls on students who say they are working on spelling. About one-third of the class is still working on spelling exercises.	Teacher is not monitoring and does not know who is working on spelling still and who is goofing off.

HANDOUT 5

CASE STUDY I:

POOR CLARITY

Description	Comments
After the bell rings, Teacher I has the students read and try to work a warmup problem written on the front chalkboard. She tells the students, "It's challenging." After she takes the roll, she asks for a volunteer to give the answer to the warmup problem. She calls on Mary who replies, "32." Teacher says, "No, that's not right." Another student makes a comment about the poor condition of the chalkboard, and the teacher comments that she has talked with the chalkboard company, which promised to put in a new chalkboard. Teacher then goes to the chalkboard and explains how to do the warmup problem.	Teacher I does not check for understanding, nor for where the students may be confused. Answers are merely given to the students. Teacher gets sidetracked about the chalkboard, and rather than telling the student they can talk about it later, she interrupts what she is doing to address the irrelevant comment.
Teacher I then tells the students that the goal for the class today is for all students to feel comfortable with percent. She says that her fourth period class did "Okay with percent," but that this class is much smarter and could do better.	The stated goal is not specific enough. Students who think they are already comfortable with percent may cease listening at this point.
Teacher tells the students to take out their homework from yesterday so that they can check it together. Teacher calls on students who raise their hands to give answers, and ends up calling only about five different students. After telling students how many to take off for each one, she has them pass in the papers.	
Teacher I tells the class that when she is doing a problem with percent, it's easier to change the number to a decimal or a fraction first. "Then you can do anything with percent except just look at it." Teacher writes 15% on the chalkboard and tells the students to convert it to a decimal. She calls on a student at random to call out what answer he got. Teacher says, "Right," and tells the students to convert 7% to a decimal. She calls on Doreen, who gives the answer .7. Teacher says "No, it should be a .07."	The introduction is very vague. Teacher should specify what it is that is done with percent, e.g., multiply, divide. In addition, some review of the steps to be used in converting percent to decimals or fractions would have been appropriate before having the students work some examples. Much confusion could have been avoided.
Doreen tries to defend her answer, and teacher says, "We aren't trying to pick on you, Doreen."	
Teacher has the students convert 25%, 10%, 75%, and 3% to decimals. She gives the students about 3 minutes to do this and then calls out the answers.	Again, Teacher is failing to monitor student understanding.
Teacher I says that another kind of problem she wants the students to be able to do is conversion of fractions to	Teacher does not acknowedge the method Karen used to get the right answer, but goes

Description

percent. She puts 10/40 on the chalkboard and calls on Karen to convert this to a percent. Karen works about 30 seconds on a piece of scratch paper and then tells the teacher the answer is 25%. Teacher I asks her how she got the answer. Karen says she changed 10/40 to 1/4, then multiplied by 25/25, got 25/100, and that .25 and thus 25%. Teacher says that the students can also work this problem by dividing the numerator by the denominator. She works it out on the chalkboard and gets the same answer. Teacher then asks the students to work the problem, 10/30 = ___%. She warns the students that it will be easier if they divide to get the decimal since it won't come out even. After about a minute, she calls on Joey who has his hand up. He gives the correct answer, 33 1/3%. Teacher asks the class if everyone understands. No one says anything so the teacher puts up another problem: ___/40 = 25%. She asks the class what the answer is and several students call out, "10." Teacher says "You KNOW the answer. How did you get it?" Steven tells the teacher the step he used and teacher works the problem out on the chalkboard, multiplying 40 times both sides of the equation after 25% is changed to .25.

Freddy asks the teacher what the assignment is. Teacher tells him that the assignment is on the sideboard. Several students take out their books and begin to work on the assignment.

Teacher makes up another problem. She says, "There are 65 kids in the math club, and 40 went on a field trip. What percentage went on the field trip?" As students raise their hands, the teacher calls on them. There are three incorrect answers before Barry points out to the teacher that the decimal doesn't come out even. Teacher says, "Oh, you should change it to a fraction." Barry says, "It is a fraction—40/65." Teacher works the problem on the chalkboard, giving the answer, 61-7/15%. Teacher says she's sorry she's picked such a hard one to work out.

Teacher asks the class if there are any questions. One student raises her hand and tells her she will come help her in just a minute. When there are no more raised hands, teacher tells the students to work the problems listed on the side chalkboard and hand them in tomorrow.

Comments

right into an explanation of her preferred method of doing the problem. While the teacher does work a problem for the students, she fails to discuss what should be done with a fraction. Teacher makes no attempt to determine how Joey got the right answer, not does she review the steps he might have used. Because there are no questions, she assumes that everyone understands. With this assumption, the teacher goes on with a more complex skill, with no explanation. She picks an example which has already been used and which the students can therefore answer. She does, however, make sure that at least one student understands how to do the problem. A better procedure would have been to have all the students work the problem and to check their work.

Teacher answers this question, drawing the students' attention from the lesson and losing some focus on presentation.

Teacher makes up a problem on the spot. This causes problems because she has never sufficiently explained what to do when the decimal doesn't come out even. When she discovers the confusion, she does not make it any better by explaining in more detail. Instead, she just works the problem and tells the students what the answer is.

Instead of finding out what the student's question is, the teacher tells the student she will talk with her alone. It is possible that the girl's question might have been the same as some other students who were too shy to ask

HANDOUT 6

CASE STUDY J:

CLEAR INSTRUCTION

After picking up students' warmup exercise papers, the teacher walks to the front of the class (a lower-ability seventh-grade math class) and tells students that they will need two sheets of paper and a pencil. One sheet is to be used for notes and the other for working exercises. While the class is getting out paper and pencil and putting other things away, the teacher monitors.

When students are ready, the teacher begins by introducing the concept of *inequality*, contrasting it with *equality*, a concept the class has already mastered. He asks the students how an equality is expressed, and a student answers correctly, "You use an equation, with an equals sign." The teacher replies, "Good." He points out that an inequality is also a relationship that can exist between numbers or groups of numbers and that it is the opposite of an equality—a relationship of inequality exists whenever equality does not exist. At this point, he turns on the overhead projector with the definition of inequality on it. He tells students to title their notes "Inequality" and copy the definition. He waits, then writes an equation, "3 + 4 = 7," and asks the class if that is an equality or an inequality. They reply in unison correctly. He then points out the equality is destroyed when "1" is added to the right-hand side. The relationship becomes an inequality, and, like an equality, the relationship must be expressed by means of a particular sign. He writes the signs > and < on the overhead, labeling each, and directs students to write them in their notes. Then he writes, "3 + 4 < 7 + 1." He calls on Donald to read the statement and tell whether it is true. Donald does. The teacher praises him, then explains to the class how Donald got the answer. The teacher monitors to be sure that all students are listening carefully. He then points out that the equality "3 + 4 = 7," can also be destroyed by adding "1" to the left-hand side of the equation but that this relationship of inequality was different from the preceding one. He writes, "3 + 4 + 1 > 7," and explains. He asks for questions. When there are none, he tells students to write the two inequalities he has written on the overhead in their notes. Then he uncovers a short exercise on the transparency and asks the students to fill in the blanks with the correct inequality sign. The teacher reminds the students that they will have to add the numbers on each side of the equation to determine which sign to use. While students work, the teacher circulates and checks on their work. One student makes an addition mistake, and the teacher helps him.

After a few minutes when the students are through, the teacher goes over the exercise with them. After ensuring that the students understand the lesson so far, the teacher goes on to the next part of the lesson. He says, "If you think about it, you'll see that there is really only one relationship of inequality, though it can be looked at in two different ways." He points out that to say that a relationship of inequality exists between two numbers is to say that if the first number is greater than the second number, then that is the same thing as saying that the second number is less than the first number. He writes "5 < 7" and "7 > 5" and explains how both mean the same thing and refers to the same "fact" of inequality. The first expression describes it from the standpoint of the smaller number, while the second describes it from the standpoint of the larger number. A student asks, "Why can't '5 < 7'be used to mean that seven is larger than 5"? The teacher replies, "It is a rule of mathematics that expressions be read only one way, from left to right. That's why we need two different signs to express inequalities." He asks if there are any other questions; when there are none, he uncovers a short exercise requiring transformation of "less-than" expressions to "greater-than" expressions and vice versa. These problems include operations other than adding. He works the first two problems orally with the class. Then, while students work at their desks, he circulates, checking on their progress and helping them when necessary.

After a few minutes, when the students are finished, the teacher goes over the problems. Seeing that the class understands the lesson well so far, he goes on to explain how relationships of inequality, like relationships of equality, are preserved when identical operations are performed on each side of the sign. He works some examples on the overhead projector. He then explains how inequalities can be solved for unknown expressions, finding sets of possible numbers that would make the inequality true. During his explanation he works several examples on the overhead projector. After answering students' questions, he puts some problems up and calls on students to work some of them aloud. When all students appear to understand, he allows them to begin work on their homework assignment, while he monitors, circulating to see that all are able to do the work.

HANDOUT 7

TEACHER CLARITY

Teacher/instructional clarity has been the focus of many studies since 1971. Findings from these studies indicate that there are *specific teacher behaviors* that produce teacher or instructional clarity.

The importance of these findings is that teachers can work to avoid messages to students that are garbled and unclear which make the students' learning task more difficult.

These teacher or instructional clarity study findings have been compiled into a simple listing below. It should be noted that the order of the listing does not indicate relative importance.

The teacher:

1. Explains the work to be done and how to do it.
2. Asks students before they start work if they know what to do and how to do it.
3. Explains something then stops so students can think about it.
4. Takes time when explaining.
5. Orients and prepares students for what is to follow.
6. Provides students with standards and rules for satisfactory performance.
7. Specifies content and shares overall structure of the lectures with students.
8. Helps students to organize materials in a meaningful way.
9. Repeats questions and explanations if students don't understand.
10. Repeats and stresses directions and difficult points.
11. Encourages and lets students ask questions.
12. Answers students' questions.
13. Provides practice time.
14. Synthesizes ideas and demonstrates real-world relevancy.
15. Adjusts teaching to the learner and the topic.
16. Teaches at a pace appropriate to the topic and students.
17. Personalizes instruction by using many teaching strategies.
18. Continuously monitors student learning and adjusts instructional strategy to the needs of the learner.
19. Teaches in a related step-by-step manner.
20. Uses demonstrations.
21. Uses a variety of teaching materials.
22. Provides illustrations and examples.
23. Emphasizes the key terms/ideas to be learned.
24. Consistently reviews work as it is completed and provides students with feedback or knowledge of results.
25. Avoids vague terms.
26. Avoids fillers (uh, ah, um).

Source:

Gephart, William J. (Ed.). "Instructional Clarity: Practical Suggestions for Educators." *Practical Applications of Research*, Vol. 3, No. 3 (March, 1981), pp. 1-4. [Newsletter of Phi Delta Kappa's Center on Evaluation, Development, and Research]

HANDOUT 8

SOME PROBLEMS FREQUENTLY OCCURRING IN TRANSITIONS

Transition Point	Description	Comments/Suggestions
1. Beginning the period	After the bell rings, the teacher stays in the hall talking to a tardy student. Other students talk and play around in the class. When the teacher enters the room, it takes a minute to settle the class.	A *beginning routine* is needed. The teacher should be in the room when the bell rings.
2. From roll check to checking the previous day's assignment	The teacher tells students to get out their assignment sheet and exchange papers in the usual way. While papers are being exchanged, the teacher has to look for the assignment book. Several students keep their own papers. Three students get up to sharpen pencils, delaying the start of checking by a minute. When the teacher begins calling out answers, several students call out that they don't have any paper to check, and another 30 seconds elapse before checking begins.	Although the teacher apparently has a routine for exchanging papers, the teacher fails to monitor the process. Also, students are allowed to delay the start of the activity. The teacher should be ready when the transition begins and watch to see that it is carried out appropriately. Students should not be allowed to interrupt the transition, and the teacher should begin the next activity promptly. Students who are slow to respond should be prompted to hurry, or the next activity may be started without them.
3. From checking to content development	After the papers have been returned and discussed, the teacher calls for them to be turned in. The teacher tells students to get ready for the day's lesson on page 78 of the text. Several students call out, asking, "What page?" Two students come up to show something on their papers to the teacher. Many students begin to talk. Three minutes elapse before the next activity begins.	If the page number for the day's lesson were written on the board, then students would not have to have it repeated. The teacher needs a procedure (e.g., students can write a note on the top of the paper) to handle student concerns about assignments. Students should not be allowed to "come up" to the teacher's desk during the transitions because this causes delays and keeps the teacher from watching the class. Student talking during a transition is hard to prevent when the transition is long and the teacher's attention is distracted. The talking makes it difficult to gain the students' attention for the next activity.

Transition Point	Description	Comments/Suggestions
4. From content development to seatwork	At the end of a presentation, the teacher announces, "For your assignment, answer the questions at the bottom of page 80. You must write complete sentences. Get started now." The teacher then returns to the teacher's desk. About one-third of the class gets out paper to begin. The remainder talk, rest, or leave their seats to visit or to go to the teacher's desk. Several questions are asked about the length of answers to questions and when the assignment is due. Five minutes later, only half of the class has begun to work.	It is important that students start assignments without delay. In the example, the teacher does not monitor carefully and thus does not realize how few students have actually begun. If the assignment were written on the board, instead of only given orally, fewer students would be delayed and less talk would occur. The teacher should begin the seatwork as a whole class activity in order to get everyone on task. The teacher could have all the students get out their paper and put on the correct heading. Going over one or more of the questions with the whole class would also allow for clarification of directions. Once everyone has begun, the teacher should circulate among them to encourage a good start and to prevent work avoidance or other delayed starts.

HANDOUT 9

PACING

Pacing refers both to the amounts of time allotted to your activities and, within an activity, to the time allotted to the separate aspects of the activity. Needless to say, once you begin a period, you will need to be conscious of the time. Your goal will be to reserve as much time for instruction as you can and to carry out the opening, checking, and closing activities, and the transitions, as efficiently as possible.

A major concern with pacing occurs during *content development* activities, when lessons are paced too quickly, too slowly, or unevenly. We do not presume that it is possible to design a content development activity that is paced for everyone. A presentation which proceeds at just the right pace for the most able students in a class will be too fast for the least able students. A lesson whose pace is perfect for the slowest students in class will undoubtedly be much too slow for the most able students.

It *is* possible, however, to design lessons which are reasonably well paced for almost all students in an average class–one that is not unusually heterogeneous in ability or prior achievement. Appropriate pacing will occur if the following steps are implemented:

1. The content to be taught is chosen from the grade-level text or curriculum guide, and these materials have been used in sequence, i.e., the teacher has *not* skipped around in them.
2. The content has been carefully studied by the teacher, so that he or she can plan a review of necessary prior content in class and teach vocabulary unfamiliar to the students as part of the lesson.

HANDOUT 10

ADJUSTING INSTRUCTION FOR SPECIAL GROUPS

Two special instructional groupings are frequently encountered in junior and senior high schools: low ability classes and highly heterogeneous classes. Both present unique problems for teaching. In this chapter we will discuss the characteristics that are most salient to classroom management, and we will recommend some modifications in classroom procedures and activities. The guidelines presented in the preceding eight chapters are still appropriate, but the additional suggestions in this chapter will be helpful if you find that you have one or more such classes.

Some other suggestions for working with low achieving students are in the table below:

Research shows that these things WILL HELP low academic-level students achieve basic skills	Research shows that these things WILL NOT HELP a low academic-level students achieve basic skills
Time spent in structured learning activities led by the teacher.	Time spent in unstructured or free time.
Instruction broken down into small steps, short activities sequenced by the teacher.	Long, unbroken periods of seatwork or independent work, with student choice of activities or sequences.
Plenty of practice (repetition) with very frequent correction and praise.	Little practice OR independent practice without prompt feedback.
A lot of supervision and help, in a whole class or group settings.	Individualized, self-paced instruction; independent work.
Continuous teacher direction of student behavior and activity.	Situations calling for much pupil self-control or self-direction.
Materials or questions at a level of difficulty at which students have a high rate of success.	Challenging materials or questions, or work in which students are not likely to know most of the answers.
Many opportunities and much encouragement to answer teacher questions.	Few opportunities or little encouragement to answer questions frequently

IV. CLASSROOM ORGANIZATION AND MANAGEMENT:

References and Resources

PROGRAM MATERIALS

CLASSROOM MANAGEMENT PROGRAMS

Organizing and Managing the Elementary School Classroom

Organizing and Managing the Junior High Classroom

These manuals were developed by Ed Emmer, Carolyn Evertson and their associates at the University of Texas as part of a series of studies of effective classroom management. Each manual is organized in nine chapters:

1. Organizing your room and materials for the beginning of school
2. Developing a workable set of rules and procedures
3. Student accountability
4. Consequences
5. Planning activities for the first week
6. Maintaining your management system
7. Instructional clarity
8. Organizing instruction
9. Adjusting instruction for special groups

Each section includes:

- an overview of research conclusions on each topic
- actual classroom case examples (annotated transcripts)
- planning checklists

The manuals are now available from a commercial publisher:

Evertson, C., Emmer, E., Clements, B., Sanford, J., Worsham, M. (1984). *Classroom management for secondary teachers*. Englewood, NJ: Prentice-Hall. Permission to reprint excerpts for handouts.

CLASSROOM IDEAS: BEGINNINGS

This document assembles ideas from mentors in San Diego, California for getting a smooth start to the school year. It includes ideas for both elementary and secondary classrooms. For information, contact:

Robert Grossmann, Coordinator
Mentor Teacher Program
Staff Development and Training
San Diego Unified School District
San Diego, CA
(619) 293-8624

COOPERATIVE LEARNING PROGRAMS

For information and recent print sources describing a range of cooperative or student team learning programs, and the research that supports them, contact:

1. Robert Slavin
   Center for Social Organization of Schools
   Johns Hopkins University
   (301) 338-8249

Slavin and his colleagues have developed a series of practical, well-tested programs for cooperative learning for both elementary and secondary schools.

2. David W. Johnson, Professor of Educational Psychology, and
   Roger Johnson, Professor
   of Curriculum and Instruction
   College of Education
   University of Minnesota
   (612) 624-7031

The Johnsons have organized a training program based on the major advantages of interdependence and cooperation over competition and individualization.

3. Elizabeth Cohen
   Professor of Education
   School of Education
   Stanford University
   (415) 723-4661

Cohen and her associates have worked with elementary schools to develop cooperative learning

programs that lead to improved academic performance and improved inter-group relations in schools with high proportions of bilingual or otherwise diverse student populations. The Stanford program is now beginning a dissemination program in cooperation with the state universities.

LEARNBALL: MOTIVATION AND DISCIPLINE THROUGH TEAMWORK

Learnball is a classroom management system that is based on peer approval, cooperation and team competition. It can be adapted for use in elementary, junior or senior high school classes. For information about the program and how it works, contact:

Joan Elder, Teacher
c/o Professional Development Center
Los Angeles Unified School District
5540 W. 77th Street
Los Angeles, CA 90045
(213) 645-7777

To order the manual and other materials write:

Learnball League International
P.O. Box 18221
Pleasant Hills, PA 15236

V. CLASSROOM CONSULTATION, OBSERVATION AND COACHING

INTRODUCTION

This section is based on one fundamental reality: teaching and learning take place in classrooms. Most classrooms are staffed by one teacher, working out of sight and hearing of other teachers.

No matter how experienced, talented, enthusiastic, or creative they may be, teachers will be of little help to one another if they cannot see each other at work with students.

There simply is no substitute for seeing real teaching in action. There is no substitute for seeing how real students respond to instruction and materials. Teachers who have worked closely with other teachers give eloquent testimony to the importance of being in one another's classroom.

Mentors are asked to observe other teachers and to be observed as part of their work. For many, this will be a new and unfamiliar activity. In many schools in the United States, formal teacher evaluation is the only occasion on which a teacher is observed; in some, even evaluation occurs without a classroom visit. In only a few schools do teachers routinely observe one another, discuss what they have seen, and consult with each other on improvements in curriculum and instruction.

By asking mentors to observe and be observed, we are asking them to do something that is at one and the same time *important* and *difficult*. Getting close to the classroom also means getting "close to the bone"—talking to people in detail about their ideas and their performance.

When mentors and beginning teachers observe one another, there is the potential gain that comes with increased understanding of teaching and learning, and rapidly improved practice. However, there is also the risk of offending one another—or even of jeopardizing someone's employment or reputation.

Yet according to beginning teachers, classroom observation is an important source of information and advice. And mentors say there are rewards for them, too. They see some creative lessons. They gain confirmation and confidence in what they know. They can see when they've made a difference.

ELEMENTS OF TRAINING

The seven segments in this section were developed independently. Each approaches the topic of classroom consultation, observation and coaching in a different manner. The fact that there are as many as seven underscores the training developers' correct assumption that classroom observation would be among the most important but most unfamiliar activities of mentoring.

The sessions share these general objectives:

1. Introduce tested techniques of classroom observation and feedback that enable mentors to talk about teaching without doing damage to teachers.
2. Provide opportunities to consider how classroom observation and "coaching" fit with a mentor role.
3. Convey the expectation that mentoring will

occur close to the classroom, and will involve a close examination of teaching in action.

4. Provide alternatives to use when things go wrong.

Mentors who might once have believed that there is nothing hard about classroom observation ("After all, we're all experienced teachers, right?") discover that skillful observation can be as complex as skillful teaching:

"I told him the beginning of the lesson was great, and then I didn't know what to do next. I didn't have any concrete way to tell him that he wasn't *teaching* anything."

"I'm understanding now why I'm so threatening. I can't just say, 'Honey, you never had those kids from the get-go.' I learned something to say instead."

THE TRAINING SEGMENTS

In practice, the Los Angeles mentor training sessions often combined two or more of these individual segments.

SEGMENT V.1: OVERVIEW OF OBSERVATION AND CONFERENCING

Mentors are introduced to the rationale behind classroom observation as an important part of efforts to help a new teacher get off to a good start. Emphasis is on observation that builds both technical proficiency and professional self-confidence; it is observation that is both focused and collaborative.

SEGMENT V.2: THE PRE-OBSERVATION PLANNING CONFERENCE

Mentors prepare for an initial contact with a beginning teacher that will lay the groundwork for classroom observation, and are introduced to elements of the pre-observation conference that establishes expectations for a particular classroom observation.

SEGMENT V.3: OBSERVATION, CONFERENCING, AND COACHING

Mentors review elements of lesson design that provide a framework for observation and feedback. They participate in small-group activities on each part of the observation sequence (pre-observation conference, observation, post-observation conference). Finally, mentors discuss the meaning of "coaching" as part of a mentor's work.

SEGMENT V.4: APPLICATION, CRITIQUE AND SYNTHESIS OF OBSERVATION AND CONFERENCING EXPERIENCES

Mentors critique their own observations and conferencing, and synthesize their positive and negative experiences to prepare for the post-observation conference.

SEGMENT V.5: OBSERVATION METHOD—SCRIPTING

One of the central requirements of observation and coaching is that the observer collect a record of the actual lesson. In the Los Angeles training, this activity is labeled "scripting," following Madeline Hunter's terminology. (In other models of observation, the same activity has been called "anecdotal record.") Scripting is unfamiliar and awkward at first, but important to the credibility and usefulness of observation. Mentors use small group discussions, videotape, and role playing to gain familiarity and practice with scripting.

SEGMENT V.6: POST-OBSERVATION CONFERENCE TECHNIQUES

Observation is of little use if it does not lead to thoughtful, lively discussion of actual teaching. Yet mentors are understandably cautious about what they say and how they say it. In this session, mentors work on ways to discuss teaching without doing harm to teachers.

SEGMENT V.7: SIMULATIONS

This segment presents four "real-life" scenarios, each of which places the mentor in a potentially awkward situation. Mentors use the scenarios as the starting point for problem-solving discussions, and for anticipating useful strategies.

SEGMENT V.1

OVERVIEW OF OBSERVATION AND CONFERENCING

PURPOSE:

To help new mentors assume responsibility for peer observation and feedback.

DEVELOPERS:

Gloria Sierra, Susan Taira, Los Angeles Unified School District

PLANNING CHECKIST

MATERIALS

Handout: H1. Opening Activity

Charts: C1. Program Goals
C2. Spirit
C3. Contrast
C4. Instructional Support Process
C5. Five Characteristics of Instructional Support Process
C6. Focus on Self

Additional Materials/Equipment:

1. Charts and rack
2. Blank transparencies
3. Overhead projector
4. Transparency marking pens (multicolor)
5. Broad-tip marking pens (mulitcolor)

TIME REQUIRED:

Workshop - 30 minutes

PREFERRED ROOM ARRANGEMENT:

A U-shaped furniture arrangement is best.

I. OBJECTIVE:

This workshop will help mentors understand the critical roles that conferencing plays in the support of beginning teachers.

II. PURPOSE:

To help new mentors assume responsibility for peer observation and feedback.

III. SEQUENCE OF EVENTS:

A. Focus Worksheet

Distribute Handout 1 and ask each participant to complete the worksheet. Ask participants to share responses with one other person for clarification. 10 min. H1

B. Whole Group Sharing

1. On an overhead projector, place a transparency with two columns: one titled WORST and one BEST. Ask participants randomly to share focus statements with the whole group. As participants respond, record comments in the appropriate column as a focus reminder. 10 min. black transparency

   The leader should clarify for participants which of the BEST expectations will be addressed directly in this workshop.

2. After lunch and at the end of the day, display the expectations transparency and use it as a process check.

C. Introduction to the Program

Present and discuss the following charts: 10 min. C1-6

1. Program Goals (tie to participants' expectations, listed on the transparency developed in Section B).
2. Spirit
3. Contrast
4. Instructional Support Process
5. Five Characteristics of Instructional Support Process
6. Focus on Self

HANDOUT 1

OPENING ACTIVITY

Good outcomes for this workshop would be:

What I hope will not happen here is:

I can sabotage my learning by:

I can be good to myself during this workshop by:

CHART 1

PROGRAM GOALS

- To provide teachers with objective feedback on the current state of their instruction
- To help teachers develop instructional strategy skills
- To help teachers develop a positive attitude about continuous professional growth

CHART 2

SPIRIT

Model reflects the democratic human resources perspective of instructional support.

Incorporates:

- Collegiality
- Collaboration
- Skilled Service
- Ethical Conduct

CHART 3

CONTRAST

- Interactive rather than directive
- Democratic rather than autocratic
- Teacher centered rather than mentor teacher centered
- Mirror rather than lens

CHART 4

INSTRUCTIONAL SUPPORT PROCESS

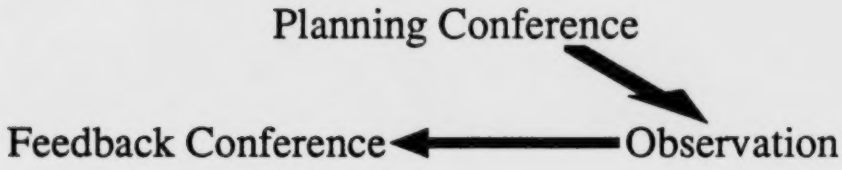


CHART 5

FIVE CHARACTERISTICS OF

INSTRUCTIONAL SUPPORT PROCESS (BASED ON GOLDSBERRY)

- Relationship to Teacher's Goals
- Cyclical in Nature
- Data-Based
- Joint Interpretation
- Hypothesis Generation and Testing

CHART 6

FOCUS ON SELF

"I NEED TO BECOME THE CHANGE I INTEND FOR OTHERS."

John Scherer

SEGMENT V.2:

THE PRE-OBSERVATION PLANNING CONFERENCE

PURPOSE:

Mentors establish a framework for the working relationship between mentor and new teacher and learn to identify components of a class lesson.

DEVELOPERS:

Glora Sierra, Susan Taira, Los Angeles Unified School District

PLANNING CHECKLIST

MATERIALS

Handouts:

H1. Objectives for the Initial Contact Meeting

H2. Planning

H3. Pre-Observation Conference Agenda

Additional Materials/Equipment:

1. Charts and rack
2. Broad-tip marking pens (multicolor)

TIME REQUIRED:

30 minutes

PREFERRED ROOM ARRANGEMENT:

A U-shaped furniture arrangement is best.

I. OBJECTIVES:

This workshop allows new mentors to plan and practice an initial contact meeting and to identify key elements of the pre-observation conference.

II. PURPOSE:

Mentors establish a framework for the working relationship between mentor and new teacher and learn to identify components of a class lesson.

III. SEQUENCE OF EVENTS:

A. Initial Contact Meeting 5 min. H1

Distribute Handout 1 and state, "What would be important for you to include in your initial meeting with a teacher?"

Using the handout, highlight anything not brought up by participants.

B. Guided Group Practice 15 min.

Ask mentors to divide into pairs and practice the initial contact meeting. After ten minutes, ask mentors the following: "What became clear to you during this practice that you want to remember to include in your initial contact meetings?"

C. Pre-Observation Conference 10 min. H2

Distribute Handout 2 and explain: "This is a script of a pre-observation conference between a second year middle school teacher and a supervisor. Read through the script and focus on the behaviors of the supervisor."

Ask the mentors to discuss the script. State: "Make a statement about the supervisor's style. Prepare to back up your statement by identifying specific behaviors."

"How comfortable or uncomfortable were you with the supervisor's style and why?"

"How would you do it differently as a mentor teacher?"

Troubleshooting Guide: Mentors' reactions to the supervisor's indirect style of conferencing are varied and sometimes emotional. Allowing for different reactions is important. You can control the amount of time it takes by not arguing and showing acceptance by words and body language. It is important to point out that this is one style of conferencing—not the model.

D. Distribute Handout 3 H3

Ask mentors to review the pre-observation conference agenda.

HANDOUT 1

OBJECTIVES FOR THE INITIAL CONTACT MEETING

1. Establish a comfortable atmosphere and explain the purpose of the mentor teacher program.
2. Discover if any immediate problems require attention.
3. Explore each other's views about these issues:
   a. The nature of the learner.
   b. The purposes of schooling.
   c. The school curriculum and the subject taught.
   d. Approaches to teaching and general teaching style.
   e. Preferences about lesson planning.
   f. Classroom environment and classroom management.
   g. The mentor teacher and teacher relationship: mutual learning.
4. Discuss the expectations:
   a. Who will observe?
   b. How often will observations be made?
   c. Will they be announced or unannounced — or both?
   d. Will observational data from visits be shared with evaluators?
   e. Will a pre-observation conference always be held?
   f. What form will feedback take — and when will it occur?
   g. What does the mentor teacher expect about the courtesies of the visit—should lesson plans be offered, textbook made available, presence acknowledged, participation invited?
   h. May the teacher request that an unannounced visit be deferred?
   i. What other resources are available to the teacher?
5. Close conference on positive note.

Glatthorn, A. (1984). *Differentiated Supervision.* Alexandria, VA: Association for Supervision and Curriculum Development.

HANDOUT 2

PLANNING

Supervisor: What are you going to do seventh period today?

Teacher: OK, the first thing I'll do is tell them the subject today is "why the cities grew where they grew." Most of the time I'll probably be at the board, and they'll give me a reason why — why they think a city would develop, either around a river or whatever. Then with the examples, I'll have them give examples, and if they're not bringing out, you know, that many examples, I'll give them a name of a city and ask why they think it would develop.

Supervisor: They'll come out with them, just about general ideas of the city?

Teacher: (*interrupts*) Yes, you know—climate, rivers, railroads, and stuff like that. Then talk about why some—well, these are the cities that grow as they think. And then talk a little bit about why some cities may have at one time been growing and whether they just kind of stopped growing or died altogether, and what could have possibly caused stuff like that.

Supervisor: The growth of, and demise of, cities. Hopefully through questions?

Teacher: Yes, through what they think.

Supervisor: And if they don't come out with it, then you're going to say what about Chicago? Or what about Miami?

Teacher: Yes, what could have maybe made it happen there.

Supervisor: And then what?

Teacher: OK, then talk a little about why Los Angeles would have grown.

Supervisor: Now, are you going to lecture about this?

Teacher: No, just ask them why. You know, have them bring out ideas. Well I think I'll just, without going into a long thing with the history of development—that's not what I wanted—but just to bring it back to L.A. You know, the water here, the climate here, and things like that, and what made people come here.

Supervisor: You think they'll know about this? They already have enough information to bring out these ideas?

Teacher: I hope so; I'm not sure. I'm not sure because I don't know L.A. kids that well yet and how much they actually know about their city. I grew up in San Diego. OK, after that, then, depending how much time is left, there's a thing, an exercise in a book, they all have them at their desk. It shows population density. The first example is New York and they show how New York is, like in the eighteen hundreds through like nineteen thirty-four, something like that. Each little map shows how it developed, and then through there, why it developed. You know, what on the map shows why people would have moved there, and then the next page after that has examples of San Francisco, and Boston and other cities showing their development. It goes like that through the

depression years.

Supervisor: So you can take them through a general idea of how a city grows. You're going to talk about L.A., and at this time go through some of the other cities.

Teacher: Just one other city, you know, let them look at a map and see just kind of how it spreads and maybe how far it—how they might have developed after the maps on there.

Supervisor: OK. Now what are the kids going to be doing through all this? When you're on the general part they're going to be answering questions or what are they going to be doing?

Teacher: And volunteering, I hope.

Supervisor: And volunteering their own ideas. Is that what they're generally going to be doing the whole period?

Teacher: Yes, that will be it. Yes, pretty much the whole thing. They'll be working with their notebooks at the same time—things being written down.

Supervisor: They'll write down whatever you put on the board

Teacher: Yes, I'll put that on the board and have them put it in their notebooks.

Supervisor: And they'll put it in their notebooks?

Teacher: Yes, write down the types of ideas that we put on the board.

Supervisor: Is that one of the rules that you've established in your class—that they keep notes?

Teacher: Yes, they know to have a notebook. I usually remind them of that.

Supervisor: OK, what problems have you been having with your seventh period?

Teacher: Some order, I guess; *a lot of order*! It's a pretty large class. I'm having a hard time simply with the, ah, what I'm teaching in it, I think. Until I get myself completely used to planning, I'm having a hard time planning for three preparations, all different. Last year I only taught one class five times—that's a lot easier. I feel at this point I'm probably not doing too well in any of them. I hope to eventually be able to get it, you know, enough ahead that I do have something planned ahead if only for each day.

Supervisor: OK. What can I do today? In your class?

Teacher: I was trying to decide if I should tell you to observe. I know if I tell you to observe me, it's going to make me extremely nervous, but I know if I ask you to observe like an interaction or something . . .

Supervisor: (*interrupts, lightly*) I won't observe *you*, I'll just observe what you do.

Teacher: Not much difference. No, 'cause no matter what you do you'll still be observing me. I guess . . . one thing you can do is write down what I do and what I say on control.

Supervisor: Yes, either about getting them quiet or whatever may arise.

Teacher: I was going to say something else, but I don't remember what I was going to say. No, but, anyway, about control in the classes and stuff like that. It's particularly hard in there. I'm going to try and separate some people today.

Supervisor: OK, is there anything else I can watch? Are you concerned about any particular kids? What about . . .

Teacher: (*interrupts*) You might look at my questions because of the setup of it all using examples of other cities. I'm not having exact questions, you know. If you could keep how we do it, kind of track of, either am I asking what I want to know or . . .

Supervisor: (*interrupts*) Well, yes, but how will I know if you're asking what you want to know? I can write down what you're asking.

Teacher: Write what I say, then, so I can look at it and see if I . . .

Supervisor: (*interrupts*) If that's what you want, OK. So I'll keep one list of the control statements you make, and I'll keep another list of the questions that you ask.

Teacher: OK, good. You might . . . when class starts, I'm going to divide some groups. I'm going to divide two girls. And if you could kind of keep an eye on them and see if they're still as noisy.

Supervisor: OK, are you going to divide these at the beginning of class?

Teacher: Yes, right at the beginning.

Supervisor: So I'll know who they are?

Teacher: Yes.

Supervisor: OK, and then I can watch those two, OK?

Teacher: Uh, and maybe see if they still . . . I mean I may notice myself, but if they still carry on as much.

Supervisor: OK, now when can we get together for our conference?

Teacher: Well, I have a planning period at five past two. Should I come back here then?

Note that the supervisor followed a pattern:

1. What will the lesson be?
2. What will you be doing?
3. What will the students be doing?
4. What problems have you been having?
5. What data will be useful?

It seems clear that the teacher has two related problems: order (control) and preparation (planned activities). The two kinds of data they have agreed to collect *do* address the problems—*verbatim questions*, since the plan (what there is of it) appears to be a teacher-led discussion employing questions as the stimulus for student contributions; and *verbatim control statements*, since "order" is a concern.

Excerpted from:

Acheson, K. A. & Gall, M. (1987). *Techniques in clinical supervision of teachers: Preservice and inservice applications*. New York: Longman, pp. 168-171.

HANDOUT 3

PRE-OBSERVATION CONFERENCE AGENDA

1. What are the general characteristics of this class? What should an observer know about them as a group?
2. Are any individual students experiencing learning or behavior problems?
3. What general academic progress have they made? Where are they in relation to your goals for the year?
4. What are your specific objectives for the class session to be observed?
5. What is your general pacing strategy? About how much time do you plan to devote to each major objective?
6. What teaching methods and learning activities do you plan to use in order to accomplish those objectives?
7. How do you plan to assess learning and give students feedback?
8. What alternative scenarios have you thought about in case one of the planned activities does not work out?
9. Is this observation to be unfocused or focused? If focused, what will be the focus of the observation?

Source:

Glatthorn, A. (1984). *Differentiated Supervision.* Alexandria, VA: Association for Supervision and Curriculum Development.

SEGMENT V.3:

OBSERVATION, CONFERENCING AND COACHING

PURPOSE:

This workshop provides mentors with a common frame of reference and language for discussing instruction regardless of subject matter or grade level.

DEVELOPERS:

Jeri Patterson, Joan Evans, Los Angeles Unified School District

PLANNING CHECKLIST

MATERIALS

Handouts:

H1. Teacher-Directed Instructional Process
H2. Categories of Specific Learning Outcomes
H3. Components of the Teacher-Directed Instructional Sequence
H4. Sample Lesson A
H5. Sample Lesson B
H6. The Coaching of Teaching
H7. Case Study Sample
H8. Considerations in Conducting Pre-Observation Conferences
H9. Visitation
H10. Form for Anecdotal Transcription
H11. Sample Anecdotal Transcription
H12. Analysis and Strategy
H13. Post-Observation Conference Planning Form
H14. Systematic Process for Conducting a Post-Observation Conference
H15. Post-Observation Conference Considerations

Transparencies:

T1. Observing, Conferencing and Coaching Colleagues' Objectives
T2. Instructional Elements
T3. Components of the Teacher-Directed Instructional Sequence
T4. Sample Lesson A
T5. Sample Lesson B
T6. Sample Anecdotal Transcription
T7. Form for Anecdotal Transcription

Additional Materials/Equipment:

1. Charts and rack
2. Blank transparencies
3. Overhead projector
4. Transparency marking pens (multicolor)
5. Broad-tip marking pens (multicolor)
6. Videotape recorder and screen*

TIME REQUIRED:

5 hours

PREFERRED ROOM ARRANGEMENT:

A U-shaped furniture arrangement is best.

I. OBJECTIVES:

Mentors learn to identify instructional elements and components of an effective sequence of instruction.

II. PURPOSE:

This workshop provides mentors with a common frame of reference and language for discussing instruction regardless of subject matter or grade level.

III. SEQUENCE OF EVENTS:

A. Effective Sequence of Instruction — 90 min. T1; Blank transparency

Place Transparency 1 on the overhead and review objectives with the mentors. Ask partici-

*NOTE: The videotapes used in this segment are available through the Human Resources Development Branch, Los Angeles Unified School District.

pants, "What do you hope to get from this session? Tell us your name, school, and expectations for the time we will be together." Write expectations as they are identified on a blank transparency. (Save this transparency for use in the next session.)

1. Display Transparency 2. T2

   Identify categories for classifying classroom activities. Discuss the key instructional elements:

   a. Content
      - what is taught
      - the degree of student interest in the subject

   b. Process
      - how the content is taught
      - the level of involvement of the learner

   c. Use of self
      - involvement of the teacher in the process
      - teacher preparation

2. Ask: "What are the ingredients of an effective lesson? List at least three things you hope a classroom observer would consider in determining the effectiveness of classroom instruction."

3. As participants respond to the question, verify with the total group the appropriate placement for the ingredient on the chart (i.e., Is the ingredient an example of content or use of self?). List answers on Transparency 2.

   Troubleshooting Guide: Categories are not mutually exclusive; some ingredients apply to more than one category. In discussing the lesson components later, refer to Transparency 2 and validate that these are the same elements of an effective lesson that the group has identified, and are supported as critical to effective instruction according to both the research and teacher experiences.

4. Discuss Handout 1, 30 min. H1
   "Teacher-Directed Instructional Process." Note that when thousands of teachers were asked to describe their most successful lesson, these components were always evident.

   Explain to mentors that educational research also validates the same elements of successful instruction. These are summarized in the article by Barak Rosenshine entitled "Synthesis of Research on Explicit Teaching" (*Educational Leadership*, April 1986, pages 61-69).

   Discuss key concepts:

   a. *Objective*: What the students should be able to do as a result of the lesson.

      The instructional objective is probably the most critical component of lesson design. Properly formulated objectives specify the *content* regarding what will be taught and specific *student behavior* or what learner is expected to perform.

   b. *Purpose*: What the value of the lesson is.

   c. *Initial Instruction*: What the teacher will need to do to prepare students to perform the specific objective.

   d. *Guided Group Practice*: How the students demonstrate understanding of the initial instruction.

   e. *Alternative Activities*: What supplemental strategies are presented in various modalities to accomplish the objective.

   f. *Enrichment Activities*: What the higher cognitive level activities are for students who have reached mastery of the original objective.

   g. *Independent Activity*: Students perform a specific objective independent of teacher or peer assistance.

   h. *Evaluation*: Teacher or peers evaluate student performance of specific objective.

5. Explain Handout 2, H2
   "Categories of Specific Learning Outcomes," as it relates to the formulation of the specific objective. The six levels of cognition are categorized as the levels of thinking students will become engaged in while performing various tasks. Those six levels are identified and defined in the left column on Table I entitled "Descriptions of the Major Categories in the Cognitive Domain."

The far right column on Table II provides a listing of verbs—specific actions learners will be expected to perform.

As each level of thinking is reviewed, identify the task to be performed, e.g., what the learner could do to evidence various levels of understanding for the pledge of allegiance. At the knowledge level, students could "state" the pledge; at the comprehension level, learners could "explain" the pledge in their own words, and so forth.

Troubleshooting Guide: Common responses include "students will *learn* or *understand*...." Point out that cognitive instructional objectives are observable, and measurable. Ask, "What will students be able to do by the end of the lesson?"

6. Issue and discuss the written format for a teacher-directed lesson (Handout 3) and display Transparency 3. H3, T3 Explain to mentors, "An open-ended format facilitates teachers developing a written lesson to include components of the teacher-directed instructional sequence. Notice that these are the same components that were evident in effective lessons.

   Effective teaching identifies varying numbers of components in lesson formats. Careful observation will validate that the learning principles operating are the same regardless of how many steps a teacher chooses to categorize activities. The teacher-directed instructional sequence is appropriate for any grade level or subject matter."

7. Display Transparencies 4 and 5, and review the sample lessons—Handouts 4 and 5. H4-5, T4-5 Explain that these lessons provide a model of how a completed teacher-directed lesson would look. Ask mentors to notice how components 1 and 5 are directly related. Component 7 is the evaluation of how the student performed 5 and consequently 1.

   As a check for understanding, ask mentors to identify the cognitive level of the objective by referring to Handout 2.

8. Guided Group Practice: H3
   Using Handout 3, ask participants to cooperatively complete lesson. Explain: "In the development of the lesson, the emphasis remains on methodology—the procedures or process for presenting the content are critical." Refer back to the three elements chart.

   In order to guarantee the presence of critical attributes for each component, ask mentors to refer to Handout 1 as a checklist.

B. Coaching Techniques

1. Distribute Handout 6, "The Coaching of Teaching," and explain that mentors are about to discuss the implications of this article. In the interest of time, five sections of the article have been marked for consideration. 45 min. H6

   Discuss the following key elements:

   a. *Section One*: Identifies the elements of coaching.

   b. *Section Two*: Identifies the importance of providing initial instruction and guided practice for mentees.

   c. *Section Three*: Describes the skills mentor teachers should have and continue to develop.

   d. *Section Four*: Provides a job description of coaches/mentors.

   e. *Section Five*: Is a summary statement.

2. Issue and discuss Handout 7, "Case Study Sample." Ask participants to read the instructional sequence and identify the effective instruction and management techniques. H7

3. Suggest that participants make a list of areas for improvement and identify the most important area needing improvement.

4. As a total group, generate and chart a list of effective instructional strategies which occurred during the lesson.

5. Chart a second list identifying areas needing improvement. Have the group prioritize the list and suggest strategies to assist the teacher. The suggestions should constitute a plan for professional development.

C. The Pre and Post-Observation Conference 120 min.

1. Explain that after having identified the prin-

ciples evident in effective coaching, mentors need to learn to structure classroom observations and conferences.

2. Discuss Handout 8, "Considerations in Conducting Pre-Observation Conferences." Note the following key concepts: H8

   a. The *purpose* is to establish rapport and reach explicit agreements about the focus of the lesson and the role of the observer.

   b. *Conference location* should be conducive to private exchange of ideas.

   c. The sample questions may be useful to participants when conducting a conference.

3. Read Handout 9, "Visitation," and describe the value of using the anecdotal format to collect data. Stress that it provides: H9

   a. Easier teacher acceptance of the data, since it is only a record of what transpired in the class without any subjective judgments;

   b. A holistic perspective, as nothing is taken out of context or sequence;

   c. Agreement among fellow observers which substantiates reliability.

4. Distribute several copies of Handout 10, "Form for Anecdotal Transcription," to each participant. Discuss the format which provides an open structure to objectively identify classroom transactions. State, "A sample anecdotal transcription is provided on Handout 11. This transcription was taken for the videotaped lesson you are about to view. You are going to be asked to complete the transcription as you view the videotape."* H10-11

   Troubleshooting Guide: Recording an anecdotal transcription is a skill that requires prac tice. The goal is to capture a verbatim record of the interaction between the teacher and students. Although it is impossible to get every word, encourage participants to use abbreviations and other speed techniques. Observers who have used anecdotal transcription report the following:

   a. A 25-year veteran teacher said, "In all the years I've been teaching no one has ever given me this kind of valuable feedback."

   b. A 15-year veteran teacher: "You mean you wrote it all down? Wow, This really helps. Thank you."

5. Read the description from Handout 11 which is also Transparency 6. Stress the absence of subjective comments. H11, T6

6. Using the overhead projector, display Transparency 7 and explain that you will demonstrate how to record an anecdotal transcription. Ask participants to take their own notes as they watch the videotape. They may also watch as you transcribe notes on the transparency. Start the videotape. After two minutes, stop the videotape and ask participants to compare their notes with yours. T7

7. Guided Group Practice: State, "During the next three-minute segment, we will continue taking the transcription. Then you and a partner will compare notes. I will also keep taking notes, but this time without my notes being projected on the screen, until you and your partner have had an opportunity to compare your data."

   a. Show three minutes of the videotape, stop, and ask mentors to compare notes with their neighbors as you circulate.

   b. Project your notes and discuss mentors' reactions to the process. Continue the same procedure until the tape is finished.

   c. Distribute and read Handout 12, "Analysis and Strategy," Handout 13, "Post-Observation Conference Planning Form," Handout 14, "Systematic Process for Conducting a Post-Observation Conference," and Handout 15, "Post-Observation Conference Considerations." Explain that H12-15

*NOTE: The videotapes used in this segment are available through the Human Resources Development Branch, Los Angeles Unified School District.

Handouts 13 and 14 provide a format for structuring post-observation conferences.

d. State, "We will start to develop this post-observation conference together for the teacher whose lesson you just observed on the videotape. Later you will complete the plans for your post-observation conference on Handout 13 with a partner."

e. Review Handout 15, "Post-Observation Conference Considerations," and, as a group, develop on Handout 13 the "Introduction," one point under "Conclusion," and a reference from your anecdotal record you could make in the "body" of the post-observation conference to validate the conclusion.

Troubleshooting Guide: By initially determining the intended outcomes or "Conclusion" part of the conference, participants will be able to select what issues need to be emphasized during the body of the conference.

f. State, "In diads or triads, 10 min. complete Handout 13 using the same process of starting with conclusions and then substantiating your points in the body with specific reference to the anecdotal record." Mentors may want to refer to Handout 1, "Teacher-Directed Instructional Process," for help in completing part 2.

g. Discuss responses from each group and record consensus items on overhead projector.

8. Independent Practice: Tell mentors that during the next week each of them is expected to do the following at his or her school:

   a. *Conduct* a pre-observation conference and take notes.

   b. *Write* a narrative of a classroom observation.

   c. *Complete* Handout 14, "Systematic Process for Conducting a Post-Observation Conference."

   d. *Conduct* a post-observation conference.

   e. *Report* on their work at the next session.

9. Ask participants to be sure to bring this session's handouts to the next meeting.

D. Summary 10 min.

Close the session by asking mentors to summarize principles for observing and conferencing colleagues. Ask mentors for any final questions. Then ask them to take three minutes to give feedback on the workshop.

TRANSPARENCY 1

OBSERVING, CONFERENCING, AND COACHING COLLEAGUES' OBJECTIVES

1. Identify instructional elements and components of an effective sequence of instruction.

2. Explain coaching techniques to provide collegial companionship, instructional feedback and analysis of application of teaching skills.

3. Plan and conduct a pre- and post-observation conference based on a classroom visitation.

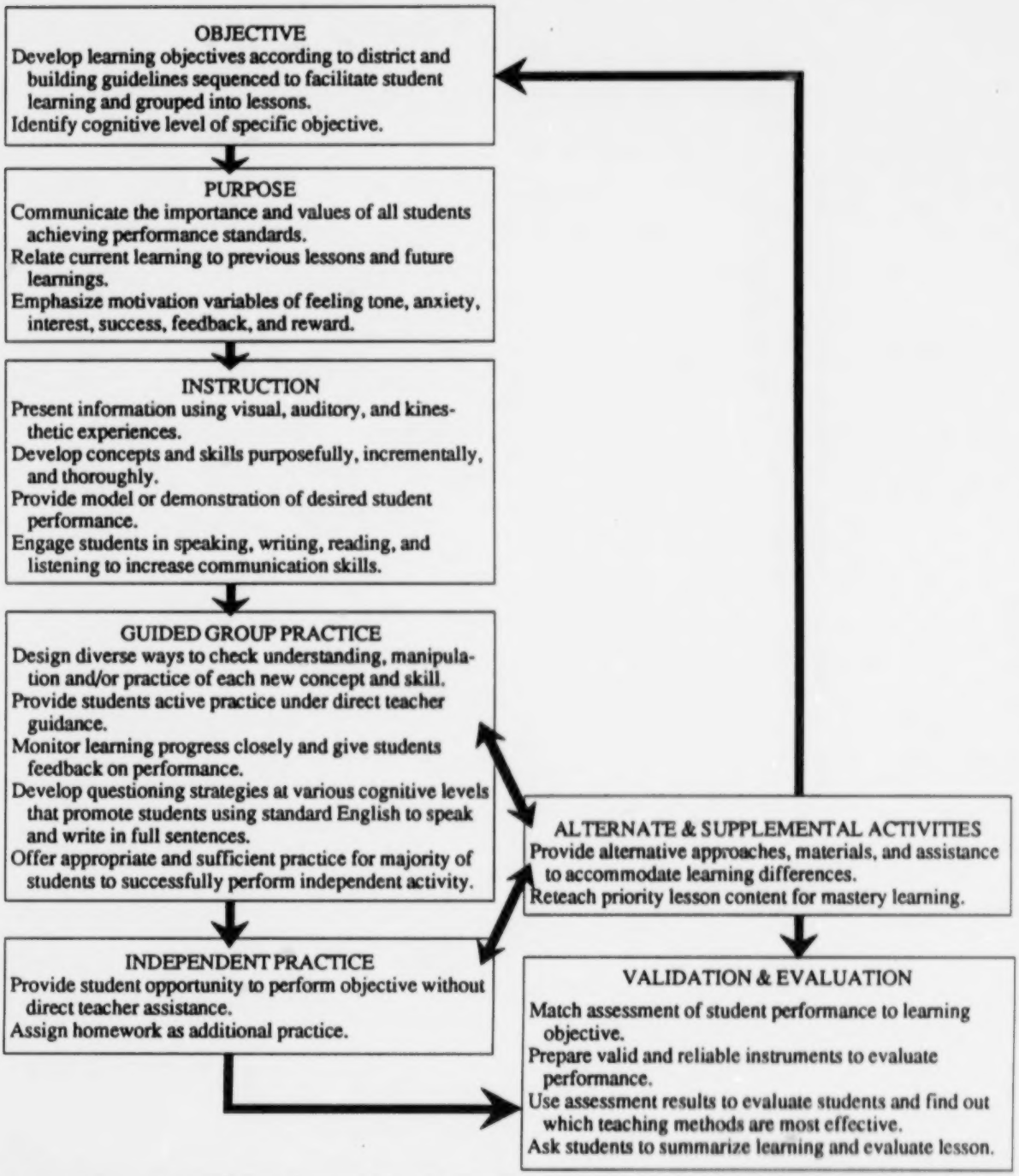
TRANSPARENCY 2

INSTRUCTIONAL ELEMENTS

CONTENT	PROCESS	USE OF SELF

HANDOUT 1

TEACHER-DIRECTED INSTRUCTIONAL PROCESS


OBJECTIVE
Develop learning objectives according to district and building guidelines sequenced to facilitate student learning and grouped into lessons.
Identify cognitive level of specific objective.
PURPOSE
Communicate the importance and values of all students achieving performance standards.
Relate current learning to previous lessons and future learnings.
Emphasize motivation variables of feeling tone, anxiety, interest, success, feedback, and reward.
INSTRUCTION
Present information using visual, auditory, and kinesthetic experiences.
Develop concepts and skills purposefully, incrementally, and thoroughly.
Provide model or demonstration of desired student performance.
Engage students in speaking, writing, reading, and listening to increase communication skills.
GUIDED GROUP PRACTICE
Design diverse ways to check understanding, manipulation and/or practice of each new concept and skill.
Provide students active practice under direct teacher guidance.
Monitor learning progress closely and give students feedback on performance.
Develop questioning strategies at various cognitive levels that promote students using standard English to speak and write in full sentences.
Offer appropriate and sufficient practice for majority of students to successfully perform independent activity.
INDEPENDENT PRACTICE
Provide student opportunity to perform objective without direct teacher assistance.
Assign homework as additional practice.
ALTERNATE & SUPPLEMENTAL ACTIVITIES
Provide alternative approaches, materials, and assistance to accommodate learning differences.
Reteach priority lesson content for mastery learning.
VALIDATION & EVALUATION
Match assessment of student performance to learning objective.
Prepare valid and reliable instruments to evaluate performance.
Use assessment results to evaluate students and find out which teaching methods are most effective.
Ask students to summarize learning and evaluate lesson.

HANDOUT 2 *SEGMENT V.3*

CATEGORIES OF SPECIFIC LEARNING OUTCOMES

TABLE I. Major Categories in the Cognitive Domain of the Taxonomy of Educational Objectives (Bloom, 1956)

Descriptions of the Major Categories in the Cognitive Domain
1. **Knowledge.** Knowledge is defined as the remembering of previously learned material. This may involve the recall of a wide range of material, from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain.
2. **Comprehension.** Comprehension is defined as the ability to grasp the meaning of material. This may be shown by translating material from one form to another (words to numbers), by interpreting material (explaining or summarizing), and by estimating future trends (predicting consequences or effects). These learning outcomes go one step beyond the simple remembering of material, and represent the lowest level of understanding.
3. **Application.** Application refers to the ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those under comprehension.
4. **Analysis.** Analysis refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of the parts, analysis of the relationship between parts, and recognition of the organizational principles involved. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material.
5. **Synthesis.** Synthesis refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication (theme or speech), a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of *new* patterns or structures.
6. **Evaluation.** Evaluation is concerned with the ability to judge the value of material (statement, novel, poem, research report) for a given purpose. The judgments are to be based on definite criteria. These may be internal criteria (organization) or external criteria (relevance to the purpose) and the student may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all of the other categories, plus conscious value judgments based on clearly defined criteria.

TABLE II. Examples of General Instructional Objectives and Behavioral Terms for the Cognitive Domain of the Taxonomy

Illustrative General Instructional Objectives	*Illustrative Behavioral Terms for Stating Specific Learning Outcomes*
Knows common terms Knows specific facts Knows methods and procedures Knows basic concepts Knows principles	Defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, states
Understands facts and principles Interprets verbal material Interprets charts and graphs Translates verbal material to mathematical formulas Estimates future consequences implied in data Justifies methods and procedures	Converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes
Applies concepts and principles to new situations Applies laws and theories to practical situations Solves mathematical problems Constructs charts and graphs Demonstrates correct usage of a method or procedure	Changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses
Recognizes unstated assumptions Recognizes logical fallacies in reasoning Distinguishes between facts and inferences Evaluates the relevancy of data Analyzes the organizational structure of a work (art, music, writing)	Breaks down, diagrams, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, points out, relates, selects, separates, subdivides
Writes a well organized theme Gives a well organized speech Writes a creative short story (or poem, or music) Proposes a plan for an experiment Integrates learning from different areas into a plan for solving a problem Formulates a new scheme for classifying objects (or events, or ideas)	Categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes
Judges the logical consistency of written material Judges the adequacy with which conclusions are supported by data Judges the value of a work (art, music, writing) by use of internal criteria Judges the value of a work (art, music, writing) by use of external standards of excellence	Appraises, compares, concludes, contrasts, criticizes, describes, discriminates, explains, justifies, interprets, relates, summarizes, supports

Source: Norman Gronlund, *Stating Behavioral Objectives for Classroom Instruction*

HANDOUT 3/TRANSPARENCY 3

COMPONENTS OF THE TEACHER-DIRECTED INSTRUCTIONAL SEQUENCE

Subject or Course: *Teacher:*

Representative Objective:

Sending and Receiving Skill(s) Emphasized: Speaking __ Writing __
Reading __ Listening __

Thinking Level or Cognitive Level: Knowledge __ Comprehension __
Application __ Analysis __
Synthesis __ Evaluation __

1. *Specific Objective and How Presented to Students:*
2. *Value to Students in Achieving the Objective:*
3. *Initial Instructional Activity to Teach Objective to Students:*
4. *Guided Group Practice:*
5. *Independent Practice or Activity:*
6. *Provision for Individual Differences in Ways of Learning:*
   a. *Remediation or Alternate Activities:*
   b. *Enrichment or Supplemental Activities:*
7. *Evaluation:*

Source: *Quality Skill Building* (Los Angeles Unified School District: Office of Instruction and Staff Development Branch, 1981)

HANDOUT 4/TRANSPARENCY 4

COMPONENTS OF THE TEACHER-DIRECTED INSTRUCTIONAL SEQUENCE

SAMPLE LESSON A

Subject or Course: PHYSICAL EDUCATION *Teacher:* Ms. Roth

Representative Objective: The student will develop a plan for the maintenance of physical fitness.

Sending and Receiving Skill(s) Emphasized: Speaking X Writing ____
Reading ____ Listening X

Thinking Level or Cognitive Level: Knowledge ____ Comprehension ____
Application X Analysis ____
Synthesis ____ Evaluation ____

1. *Specific Objective and How Presented to Students:*

   Compute target heart rate before and after exercise.

2. *Value to Students in Achieving the Objective:*

   The students will develop an individualized exercise program based on target heart rate.

3. *Initial Instructional Activity to Teach Objective to Students:*

   Teacher instructs the class on the proper procedure for taking their heart rate by lecture and demonstration.

4. *Guided Group Practice:*

   Students pair up and take each other's resting heart rate while the teacher gives verbal commands. One half of the students benchstep for one minute. Upon completion, one partner takes the exercise heart rate (at the carotid artery) while the other partner takes his or her pulse at the wrist. The partners switch places and the process is repeated.

5. *Independent Practice or Activity:*

   Students jog around the gym for two minutes and compute individual heart rate.

6. *Provision for Individual Differences in Ways of Learning:*

   a. *Remediation or Alternate Activities*: Peer assistance provided for students with difficulty

   b. *Enrichment or Supplemental Activities*: Additional worksheet which asks the students to determine target heart rate for the other members of their family.

7. *Evaluation:*

   Written quiz on procedure used in determining target heart rate. Students will run a mile on the track and determine their heart rate at the conclusion of the mile. A partner will check each student's findings by also taking the heart rate at the wrist.

Source: *Quality Skill Building* (Los Angeles Unified School District: Office of Instruction and Staff Development Branch, 1981)

HANDOUT 5/TRANSPARENCY 5

COMPONENTS OF THE TEACHER-DIRECTED INSTRUCTIONAL SEQUENCE

SAMPLE LESSON B

Subject or Course: EXPLORATORY HOMEMAKING A *Teacher:* Edith Lots

Representative Objective: Discover interests and capabilities in general homemaking and nutrition.

Sending and Receiving Skill(s) Emphasized: Speaking ___ Writing ___
Reading ___ Listening ___

Thinking Level or Cognitive Level: Knowledge ___ Comprehension ___
Application ___ Analysis ___
Synthesis ___ Evaluation ___

1. *Specific Objective and How Presented to Students:* Prepare a menu for a meal which includes foods from four basic food groups.
2. *Value to Students in Achieving the Objective:* To be aware of proper nutrition and how it may be carried out in daily meal planning.
3. *Initial Instructional Activity to Teach Objective to Students:*
4. *Guided Group Practice:*
5. *Independent Practice or Activity:* Write a nutritious menu for a meal which includes food from the four basic food groups.
6. *Provision for Individual Differences in Ways of Learning:*
   a. *Remediation or Alternate Activities:*
   b. *Enrichment or Supplemental Activities:*
7. *Evaluation:*

Source: *Quality Skill Building* (Los Angeles Unified School District: Office of Instruction and Staff Development Branch, 1981)

The Coaching of Teaching

BRUCE JOYCE AND BEVERLY SHOWERS

Bruce Joyce is Director of Booksend Laboratories, Palo Alto, California; and Beverly Showers is Assistant Professor, College of Education, University of Oregon, Eugene.

Credit: Chris West

The eight members of the English department of Lazarus High School in Sacramento, California, are considering new teaching strategies for use in some of their courses. The model of teaching they are now studying is Synectics (Gordon, 1961), designed to stimulate metaphoric thinking. Several members of the department think Synectics will be useful both to encourage creative writing and in the study of fiction and poetry.

The English teachers began their exploration by reading William Gordon's book, *Synectics*. Later, an expert on the strategy came to the school, demonstrated it several times, and held discussions with the teachers. They also saw a videotape of Gordon explaining the theory behind Synectics and visited a school in Stockton where teachers have used Synectics for the last two or three years. Then, based on Synectics, they planned minilessons in creative writing, poetry analysis, and the use of metaphor in Ionesco's plays. Each teacher practiced the teaching strategy several times with the other teachers; and, finally, in teams of two, they began to try it out with the most able students in their elective creative writing classes. One team member taught while the other observed and offered constructive criticism; then they switched places. Sometimes they taught together. Each practiced several times with the "coaching partner" present to reflect on progress and to offer suggestions about how to improve the next trial.

Then, still working in teams, they began to use Synectics in a few of their courses when it appeared the strategy would be most productive and likely to succeed. Not surprisingly, they found the hardest part of using a new model of teaching was not learning what to do as a teacher but teaching the students to relate to the model. For example, part

of the Synectics strategy involves asking students to generate "personal analogies" by "being a tennis ball, dinosaur, lawnmower, or toothbrush." Some students were puzzled by the instruction to "be a toothbrush and describe how you feel and what you think about your users." It took time for them to "tune into" the procedures and feel comfortable with them. The Synectics model also asks students to share their writing publicly, an uncomfortable procedure for some of them.

As time passed the Lazarus team found it useful to reread parts of Gordon's book and revisit the teachers who were more experienced users of Synectics. They were fortunate to obtain the consultative services of a Synectics expert for a day. She reviewed the theory and gave them tips for practicing and coaching one another.

The Lazarus team is studying alternative models of teaching (Joyce and Weil, 1980) and is using training procedures that virtually guarantee the successful implementation of almost any approach. The elements they use include:

- Study of the theoretical basis or rationale of the teaching method
- Observation of demonstrations by persons who are relatively expert in the model
- Practice and feedback in protected conditions (such as trying out the strategy on each other and then on children who are relatively easy to teach)
- And, finally, coaching one another as they work the new model into their repertoire, providing companionship, helping each other learn to teach the appropriate responses to their students, figuring out the optimal uses of the model in their courses, and providing one another with ideas and feedback.

Previously, we reported research about the effects of each of these components on the development of teachers' skill in the use of new approaches to teaching and on transfer of an approach into the active teaching repertoire (Joyce and Showers, 1980, 1981). The study of theory, the observation of demonstrations, and practice with feedback—provided they are of high quality—are sufficient to enable most teachers to use a model fluidly and appropriately. Unfortunately, the development of skill by itself does not ensure transfer; relatively few teachers, having obtained skill in a new approach, will then transfer that skill into their active repertoire and use the new approach regularly and sensibly unless they receive additional information.[1]

> Like athletes, teachers will put newly learned skills to use—if they are coached.

However, when the coaching component is added and implemented effectively, most (probably nearly all) teachers will begin to transfer the new model into their active repertoire.

While the major portion of this article is devoted to the coaching process, we want to emphasize that the other components are extremely important if skill is to be obtained. Unless people develop skill in a new approach, they have no chance whatsoever of adding it to their repertoire. Coaching without the study of theory, the observation of demonstrations, and opportunities for practice with feedback will, in fact, accomplish very little.

We do not wish to imply that these components must occur in a strict sequence or need to be separated from one another. Teachers might begin to master a new approach by observing it, examining its theoretical rationale, observing more demonstrations, and practicing with frequent excursions back to theory and further examination. During transfer, teachers may receive coaching while continuing to attend training sessions.

Attacking the Transfer Problem

The problem of transfer is really a definition of a new stage of learning, which becomes a problem only if it is not recognized. Essentially, once a teaching skill has been obtained, it needs to be transformed when it is transferred into the active repertoire. The conditions of the classroom are different from training situations; one cannot simply walk from the training session into the classroom with the skill completely ready for use—it has to be changed to fit classroom conditions.

The appropriate use of the skill in context also requires that an understanding of the students, subject matter, objectives to be achieved, and dimensions of classroom management all be under "executive" control—that is, clearly understood so the skill can be used appropriately and forcefully. Successful transfer requires a period of practice of the skill in context until it is tuned to the same level of fluidity as elements of the previously existing repertoire.

To confound things somewhat further, teaching behaviors that have worked well in an existing repertoire may actually impede the use of new models of teaching. We can see this when a teacher who is accustomed to running brisk and pointed "drill and practice" sessions begins to work inductively with students. The swift pace of the drill and practice, the directive feedback to the students, and the ability to control the content and movement of the lesson are at first somewhat dysfunctional as the teacher moves to a more relaxed stance, relies more on initiative from the students, probes their understanding, and helps them learn to give one another feedback. The new teaching strategy seems awkward. Its pace seems slow. The teaching behaviors that served so well before now appear to retard progress. After a while, practice in context smooths off rough edges and the new strategy gradually feels as com-

fortable and "in control" as the old one did.

In order for teachers to effectively attack the transfer problem (or, really, prevent it from *being* a problem) three techniques are available in addition to coaching:

- Forecasting the transfer process throughout the training cycle
- Reaching the highest possible level of skill development during training
- Developing "executive control," that is, a "meta understanding" about how the model works, how it can be fitted into the instructional repertoire, and how it can be adapted to students.

Forecasting the process of transfer is extremely important. Teachers need to understand that they cannot simply walk away from a training session and have no difficulty thereafter. Quite often teachers who attend relatively weak training sessions and then try to apply what they have learned report that it doesn't work. *Of course it doesn't work.* With weak training, the product could never work. Even with the strongest training, there is a period of discomfort when using any new skill. Even experienced and capable teachers should be aware *throughout* the training process that they will need to gear themselves up for a second stage of learning that will come after the skill has been developed.

Skill development, of course, is essential. When we think of a model of teaching of average difficulty, we assume that the study of theory will occupy as much as 20 to 30 hours (complex models require much more than that). At least 15 to 20 demonstrations of the model should be observed, using learners with various characteristics and several content areas. Demonstrations are also needed when teachers try the model for the first time, when they introduce students to the model, and when they are learning how to teach it to them. The attainment of competence requires numerous practice sessions. Each teacher needs to try the model with peers and small groups of students from 10 to 15 times before a high level of skill becomes evident. If the transfer process has been forecast, it makes good sense to teachers to want to build the highest level of skill before using the model in the more complex context of the classroom.

The development of executive control has not been a common concept in teacher training. Essentially it involves understanding an approach to teaching, why it works, what it is good for, what its major elements are, how to adapt it to varying content and students—the development of the set of principles that enables one to think about the approach and to modulate and transform it in the course of its use. Executive principles should be included in training content.

The forecasting or transfer, the highest level of skill, and the development of executive control increase the odds that a successful transfer can take place. Together, they set the stage for coaching.

The Process of Coaching

Ideally "coaching teams" are developed during the training process. If we had our way, *all* school faculties would be divided into coaching teams who regularly observe one another's teaching and provide helpful information, feedback, and so forth. In short, we recommend the development of a "coaching environment" in which all personnel see themselves as one another's coaches. But, in the present context, the primary function of coaching is to assist the acquisition of new elements of repertoire.

The process of teaching involves five major functions:

- Provision of companionship
- Giving of technical feedback
- Analysis of application: extending executive control
- Adaptation to the students
- Personal facilitation.

Provision of Companionship. Coaching's first function is to provide interchange with another human being over a difficult process. The coaching relationship results in the possibility of mutual reflection, the checking of perceptions, the sharing of frustrations and success, and the informal thinking-through of mutual problems. Two people, watching each other try a new model of teaching for the first time, will find much to talk about. Companionship provides reassurance that problems are normal. Both persons find that their habitual and automatic teaching patterns create awkwardness when they practice the new procedures. Concentrating on unfamiliar moves and ideas, they forget essential little odds and ends. Companionship not only makes the training process technically easier, but it makes the quality of the experience better. It is more pleasurable to share a new practice than to do it in isolation. The lonely business of teaching has sorely lacked the companionship we envision for our coaching teams. Companionship also helps overcome the tendency to avoid practice during the "awkward" period. Practice *must* begin right after training.

Provision of Technical Feedback. In the course of training, our team members learn to provide feedback to one another as they practice their new model of teaching. They point out omissions, examine how materials are ar-

ranged, check to see whether all the parts of the strategy have been brought together, and so on. "Technical" feedback helps ensure that growth continues through practice in the classroom. The pressures of the context tend to diffuse the teaching experience and draw attention away from the new teaching strategy. The provision of technical feedback helps keep the mind of the teacher on the business of perfecting skills, polishing them, and working through problem areas.

Nearly any teacher who has been through a training process can learn to provide technical feedback to another teacher.[2]

The act of providing feedback is also beneficial to the person doing it. The coaching partner has the privilege of seeing a number of trials of the new model by another skilled teacher. It is often easier to see the problems of confusion and omission when watching someone else teach than when attempting to recapture one's own process. Also, ideas about how to use the model are collected through observation. When a group of four or six teachers observe each other regularly while they are trying out a model, they not only give technical feedback to each other, but receive it vicariously while they observe it being given. Together, they produce a number of fine practices that constitute further demonstrations from which they can obtain ideas for the use of the model.

Analysis of Application: Extending Executive Control. Two of the most important learnings from the transfer period are figuring out when to use a new model appropriately and what will be achieved as a consequence. Deciding when to use a teaching strategy is not as easy as it sounds; nearly everyone needs assistance in learning to pick the right spots for exercising it. Also, unfamiliar teaching processes appear to have less certain outcomes than do familiar ones. Most of us need assistance in finding out how much we have, in fact, accomplished and how we might accomplish more. During training, coaching teams need to spend a considerable amount of time examining curriculum materials and plans and practicing the application of the model. Then, as the process of transfer begins and practice in the classroom intensifies, closer and closer attention must be given to appropriate use (Showers, in press).

Adaptation to the Students. Successful teaching requires successful student response. Teachers know how to engage students in the instructional processes that are most common; a model that is new to a group of students will cause them trouble. *They* will need to learn new skills and to become acquainted with what is expected of them, how to fulfill the demands of the new method, and how to gauge their own progress. In addition, the model of teaching needs to be adapted to fit the students. More training must be provided for some, more structure for others, and so on. In the early stages, adaptation to the students is a relatively difficult process requiring much direct assistance and companionship.

One of the major functions of the coach is to help "players" to "read" the responses of the students to make decisions about skill training and how to adapt the model. This is especially important in the early stages of practice when teachers are concerned with their own behavior and it is difficult to worry about the students as well.

Facilitation. The successful use of a new teaching method *requires practice.* Early trials won't even be close to the normal standard of adequacy. Thus, a major job of the coaching team is to help its members feel good about themselves during these early trials. Teachers lack of interpersonal support and close contact with others in the context of teaching is a tragedy. Coaching reduces this isolation and increases support.

Who should coach? We're really not sure about that. On a practical basis most coaching should be performed by teams of teachers working together to study new approaches to teaching and to polish their existing teaching skills. There is no reason why administrators, curriculum supervisors, or college professors cannot also be effective coaches. But from a purely logistical point of view, teachers are closer to one another and in an excellent position to carry out most of the coaching functions.

Parallels With Athletic Training

We are beginning to discover parallels between the problem of transfer in teaching and the problem of transfer in athletic skills.

> There are going to be so many things in your head that your muscles just aren't going to respond like they should for awhile. . . . You've got to understand that the best way to get through this is to relax, not worry about your mistakes, and come to each practice and each meeting anxious to learn. *We'll generally make you worse before we make you better.*
>
> —Coach Rich Brooks of the University of Oregon to his incoming freshman football players (August 14, 1981, *The Eugene Register-Guard*)

Intrigued by the obvious parallel between Coach Brooks' players and our teachers, we asked him to talk about training and the problems of transfer. The resulting interview revealed striking similarities in the training problems faced by teachers, football players, and their coaches.

Q: Coach Brooks, I'm interested in how you approach skill development in football training and if you consider the transfer of those skills to game conditions to be a separate training problem.

A: Although our players come to us with skills, we reteach and refine those skills as though we were starting from scratch. We teach them our way of doing it, because all those skills have to fit together into one team, they're all interdependent.

Q: Could you tell me your approach to skill development?

A: We use a part/whole/part method. All skills are broken down into discrete steps. We work on each segment, then combine them into whole skills, then into plays, etc., then go back and work on the specifics of skills that are giving problems.

Q: Could you give me an example of a specific skill and how you would approach the training for that skill?

A: The fundamentals of blocking and tackling—bending the knees and striking a blow. All positions need this skill. The trick is to get the player to visualize, to have a mental picture of how it looks and how it feels. Otherwise, feedback isn't effective. We can tell them where it's wrong, but they can't correct it till they know.

Q: How do you get them to "know" what the skill is?

A: We tell them, show them, demonstrate with people and with film, show them films of themselves, have them practice with the mechanical dummy. We have them practice each move separately, then put the moves together, first one, then two, then three—how their knees should be bent, where their arms should come up, where they strike, what all the muscles should be doing. We diagnose problems with the dummy and keep explaining how it should work, over and over again, in sequence.

Q: In teacher training, we believe that theoretical understanding is important for later performance. How important is it in football skills?

A: It's essential—they must understand how their bodies work, why certain muscle groups in certain combinations achieve certain effects. We never stop explaining.

Q: After they have mastered blocking to your satisfaction with the dummy, then what?

A: Moving from the machine to a live test is difficult; moving from practice to a game is also very difficult. Some people have all the physical ability in the world, all the moves, but can't play because they can't grasp the entire concept, can't fit in with the whole picture.

Q: We have problems with transfer of training too. Do you coach them differently after they've mastered the "basic skills" of football? What will you be doing differently next month after the season has started? How do you work on transfer?

A: Fear of failure is a factor. My job is to create confidence and success situations. Skills have to be overlearned so that they're past conscious thinking. I can't have someone thinking of how to throw a block in a game. They have to be thinking of who and when and what the guy on their left or behind them is doing.

Q: So specifically, how do you coach for transfer of skills to a game situation?

A: First, we re-emphasize skill training for everyone. The second, third, fourth year guys as well—we're always working for improved execution. Then we work hardest on integration, which is just a new kind of teaching. Coaching is really just teaching. We work on confidence by putting them in situations where they can see the improvement. If a guy was lifting 300 pounds two weeks ago and is lifting 350 now, no one has to tell him he's getting stronger.

Q: How does the training break down for your players right now, before school starts?

A: We spend three hours in the classroom and two hours on the field. On their own they spend a couple of hours in the weight room and working out and another couple of hours with the trainers, working out their bumps and bruises.

Q: And after school starts?

A: We'll spend 45 minutes a day in class, two hours on the practice field plus whatever they can manage on their own, after studies.

Q: How does that differ from pro football players' training regimen?

A: They meet two or three hours daily in position meetings, offensive and defensive meetings, watching films of themselves and their opponents, then practice two to four hours a day, depending on their coaches, then their personal work and time with the trainers. They have more time to get into the complexities of the game.

Changing what we do, even slightly, can unbalance the rest of our "game." Whether switching from quarterback to tight end, adjusting the grip on a golf club, or initiating an inquiry procedure for science teaching, the new skill does not fit smoothly with existing practice. The fact that the new skill may have been perfected in parts and practiced thoroughly in simulated conditions does not prevent the transfer problem. Other behaviors must adjust to the presence of a different approach, and the discomfort of this new awkwardness is often enough to ensure a return to the former smooth, if less efficient, performance.

Perhaps the most striking difference in training athletes and teachers is their initial assumptions. *Athletes do not believe mastery will be achieved quickly or easily.* They understand that enormous effort results in small increments of change. We, on the other hand, have often behaved as though teaching skills were so easily acquired that a simple presentation, one-day workshop, or single videotaped demonstration were sufficient to ensure successful classroom performance. To the extent that we have communicated this message to teachers, we have probably misled them. Learn-

ing to use an inductive strategy for the learning of concepts is probably at least as difficult as learning to throw a block properly.

Coach Brooks' description parallels the argument we have tried to make. The task of learning new skills and integrating them, not only as an individual performer but as an entire team; the knowledge that *we'll generally make you worse before we make you better*; and the importance of continuing to try when results are discouraging eloquently describe the transfer process. The necessity of overlearning skills to the point of automaticity if they are to be useful in a more complex setting is reflected in his training regimen. "Executive control" is sought in the emphasis on theory and the classroom work on "plays," "game plans," and analysis of films.

The elements of coaching in teaching—the provision of companionship and technical feedback, analysis of application and students (or opposing teams), and personal facilitation—are clear in the interview with Coach Brooks. Football players, however, have a built-in advantage when implementing this process; their training is *organized* as a group activity with continuous feedback from coaches. We came away from this interview feeling more strongly than ever that teachers must also organize *themselves* into groups for the express purpose of training themselves and each other and to facilitate the transition from skill development to transfer. EL

[1]Transfer of new items of repertoire is more difficult than the transfer of skills that polish or "fine tune" models of teaching in existing repertoire.

[2]Technical feedback should not be confused with *general evaluation*. Feedback implies no judgment about the overall quality of teaching but is confined to information about the execution of model-relevant skills.

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HANDOUT 7

CASE STUDY SAMPLE

The teacher expressed concern about student behavior, and lack of motivation. Most students have not responded to discipline strategies including phone calls to their homes and unsatisfactory notices. Generally, assignments are incomplete or not returned at all. Approximately 55% of the students are failing.

The objective for today's lesson: Write a descriptive paragraph about characters from "The Pearl."

Timeline	DESCRIPTION OF OCCURRENCES/QUESTIONS/TEACHER-STUDENT EXCHANGES
10:14	Teacher standing at the door as students enter.
10:15	Tardy bell rings. Majority of the students seated. Eight students talking, three students out of their seats.
10:19	(T) "Okay, everyone quiet and in your seats. I have papers to return today."
	Teacher returns to desk, records marks in rollbook. Student monitor returns papers. Teacher writes agenda on the board:
	Period 2 Vocabulary Paragraphs - *The Pearl* Homework - Vocabulary sentences
10:24	Teacher calls roll, signs absence slips.
10:26	Three students enter the room and take seats.
	(T) "Students, I want you to copy today's vocabulary words from the chalkboard and look up their meaning in a dictionary and write the definitions on your paper. You will have five minutes to get it done."
	Three students get up to get dictionaries.
	(S) "I need a pen."
	(T) "John, you know materials are your responsibility. Who else didn't bring supplies today?" (Four students raise hands.) "You people will have to borrow from your neighbor or do whatever—I don't have anything to lend." Students borrow paper, pen or pencil.
10:30	Teacher returns to desk. Fifteen students are using dictionaries and writing definitions on paper. Other six sitting, conversing, and doing other class assignments. About half the students have dictionaries on their desks.
10:40	Teacher at podium.
	(T) "What we're going to be working on today is descriptive paragraphs about certain characters in *The Pearl*. Who are some of the major characters in the story?"
	(S) "Kino is one, Juana is the other one."
	(T) "Coyotito is one although he doesn't have a speaking part."
	(S) "Juan Tomas is one, the doctor is one."

Timeline	DESCRIPTION OF OCCURRENCES/QUESTIONS/TEACHER-STUDENT EXCHANGES
	(Continued)
	(T) "So, these are some of the characters in *The Pearl*. Of those we have mentioned, who are the most important characters in the story?"
	(S) "You know its Juana and Kino."
	(T) "What's another one? The doctor is probably another one. These are the characters we know the most about. Now, what we're going to do today is write some descriptive paragraphs about those characters: 1. the doctor 2. Kino 3. Juana We're going to focus in on three major characters today. What is the problem usually with descriptive paragraphs written by students? Why do you think most student descriptive writing falls short? Not enough details. We say things like 'very nice man.' But it doesn't tell you very much about the person being described. So, when you choose one of these characters to write about today, remember to include a lot of details about the character that you choose. These details are already in your head so all you have to do is bring them out. All right, so let's everyone write on this ditto sheet of paper and begin your para-graphs on the bottom half of the sheet after writing the names of the characters on the top half of the sheet."
10:50	(S) "What characters?"
	(T) "Michael, you have to pay attention. I have already reviewed those once today."
	(S) "What are we to do with these vocabulary words and definitions?"
	(T) "Set those aside, I'll tell you about those later. Get started on your paragraphs now."
	(S) "When are the paragraphs due?"
	(T) "Tomorrow at the start of class."
	(S) "What's due tomorrow?"
	(T) "The character description paragraphs." Teacher distributes dittos.
10:55	Teacher starts circulating among students. "I can tell who paid attention to the directions." Converses with students. Twelve students begin to work on ditto assignment. Six students have their hands raised.
11:00	(T) "I'll be with you in a minute. You'll have to wait to ask those questions."
11:05	(S) "What are we supposed to do with these dictionary words and meanings?"
	(T) "For homework tonight, I want each of you to create three of your own sentences for each word, showing the meaning of the word."
11:07	Ten students out of 33 are working on ditto sheet—others talking, have heads down on desk, or sitting.
11:08	(T) "Return the dictionaries now, and the person who can tell me what your homework assignment is will be able to leave first."
	(S) "I know! We have vocabulary words, their definitions and sentences showing their meaning and a paragraph to write."
	(T) "Good class. You may leave first Paul."
11:10	Bell rings. Class leaves.

HANDOUT 8

CONSIDERATIONS IN CONDUCTING PRE-OBSERVATION CONFERENCES

The pre-observation conference is the time to establish rapport between the teacher and the observer and to reach explicit agreements about the focus of the lesson and the role of the observer. The conference location should be a place conducive to the free inter change of ideas.

1. Observer asks the following:
   a. ___ What is the lesson objective?
   b. ___ Can you identify the "representative objective" or "performance objective" for the *Secondary Guidelines for Instruction* which relates to your lesson?
   c. ___ What means will be used for measuring the success of the objective?
   d. ___ What will you say to students is the value of this objective for them?
   e. ___ What have you done or will you do to prepare students?
   f. ___ What do you expect your students' response will be to this lesson?
   g. ___ How will students participate and give "feedback" of their learning? What kinds of activities are planned to ensure maximum participation of students?
   h. ___ What kind of alternate or supplemental activities do you have planned?
   i. ___ Are there any questions or concerns you wish to share?

2. Observer clarifies role during the visitation (i.e., take a seat in the back of the room, take notes during lesson, etc.)

3. Observer confirms date and location of classroom visit and follow-up/post-observation conference.

HANDOUT 9

VISITATION

In observing the lesson, the observer records behaviors of both teachers and students in order to validate references during the follow-up conference.

HANDOUT 10/TRANSPARENCY 7

FORM FOR ANECDOTAL TRANSCRIPTION

Name:_____

Period/Time of Day_____

Date:_____

Timeline	DESCRIPTION OF OCCURRENCES/QUESTIONS/TEACHER-STUDENT EXCHANGES

HANDOUT 11/TRANSPARENCY 6

SAMPLE ANECDOTAL TRANSCRIPTION

Name: Physical Education
Period/Time of Day 3
Date: 10/21/87

Timeline	DESCRIPTION OF OCCURRENCES/QUESTIONS/TEACHER-STUDENT EXCHANGES
10:15	Yesterday we talked about target heart rate Able to identify target heart rate Important for several reasons X X X Review target heart rate Chart "Everyone take two fingers..." (100% of students participated in activity) Questions to ascertain range of student rates Directions on benchstepping "I need a volunteer to help me."

HANDOUT 12

ANALYSIS AND STRATEGY

ANALYSIS involves making sense out of the observational data (looking for patterns, etc.).

STRATEGY involves planning the structure and management of the conference by considering the introduction, body and conclusion of the post-observation conference.

HANDOUT 13

POST-OBSERVATION CONFERENCE PLANNING FORM

1. *Introduction*

   a. Conference purpose_____

   _____

   b. Type a statement_____

   _____

2. *Body*

   Statements related to assessments of performance of teacher directed lesson components

COMPONENTS	TYPE	A	B	C	D	E
a. Objective						
b. Value						
c. Initial Instruction						
d. Guided Group Practice						
e. Independent Practice						
f. Alternate Activities						
g. Evaluation						

C. *Conclusion*

Main points related to future teacher performance. What behaviors would be desirable and will constitute the focus of future classroom visitations?

a.

b.

c.

HANDOUT 14

SYSTEMATIC PROCESS FOR CONDUCTING A POST-OBSERVATION CONFERENCE

1. Describe the objective of the conference:
   a. Provide a description of classroom occurrences.
   b. Identify and reinforce effective teaching practices.
   Type a statement:

2. Develop plan(s) for implementing effective teaching strategies.
   Teacher-directed lesson component(s):

3. How will you provide ongoing support for effective classroom practices?

Mentor_____Date_____

Tasks: (a) *Conduct* pre-observation conference, (b) *write* a narrative of classroom observation, (c) *complete* "Systematic Process for Conducting a Post-Observation Conference" sheet, (d) *conduct* post-observation conference, and (e) *report* on a, b, c, and d to the group at next week's session.

HANDOUT 15

POST-OBSERVATION CONFERENCE CONSIDERATIONS

The structure of the conference should include an introduction, a body, and some type of closure.

1. *Introduction:*

   a. Tell the teacher the purpose of the conference.

   b. Try to include Type A statements. (A = Positive statement regarding an observed effective teacher behavior.)

2. *Body:*

   a. Probe to get the teacher to talk. Solicit teacher feelings.

   b. Include either Type B, C, or Type D statements.

   (B = Ask teacher for alternate approaches that could have been used.)

   (C = Question teacher regarding identification and evaluation of certain segments of the lesson.)

   (D = Observer identifies problem areas and proposes alternative strategies.)

3. *Closure:*

   Jointly summarize with the teacher suggestions for improvement. Write points of agreement so both parties have a record.

Review of Five Types of Instructional Conferences

1. Type A - Observer explains reasons for effective teacher behavior in order for the teacher to know what worked and why so the behavior can intentionally be repeated.

   Example: "Giving students the answers to their quiz on the overhead projector after papers were collected is an outstanding example of knowledge of results."

2. *Type B* - Expand repertoire of teacher.

   Example: "You had everyone's attention during your presentation of the algebra lesson, but what might you have done if a portion of the class had not been listening?"

3. *Type C* - Teacher identifies ineffective lesson/teaching segments.

   Example: Observer: "Was there any part of the lesson you were unhappy with?"

   Teacher: "The quiz was based on yesterday's lesson. I was surprised to see how little the students remembered."

Observer: "We often assume that students remember and they don't. What can be done to eliminate the situation?"

(The teacher is given first opportunity to suggest solutions. The observer should also pose possible solutions.)

Observer: "A quick check to see if students recall the information will not only serve as a review, but a signal to you if they don't remember it. An example done together on the board might serve as a warm-up and a reminder before the quiz. If they have forgotten, you can reteach whatever it is that is causing the difficulty."

4. *Type D* - Observer identifies ineffective lesson/teaching segments and helps teacher develop alternative procedures.

Example: "It may have seemed that following the presentation, students were ready for the written exercises. However, the poor results should be a signal that guided practice following the initial lesson might have been an effective step between presentation and independent practice."

5. *Type E* - Promote and expand growth of excellent teachers.

Example: "That was an outstanding lesson. Would you consider putting a similar lesson on videotape so we can use it as part of our staff development or to help new teachers?"

SEGMENT V.4

APPLICATION, CRITIQUE AND SYNTHESIS OF OBSERVATION AND CONFERENCING EXPERIENCES

PURPOSE:

Mentors establish a method for synthesizing data from classroom observations to prepare a positive post-observation conference.

DEVELOPERS:

Jeri Patterson, Joan Evans, Los Angeles Unified School District

PLANNING CHECKLIST

MATERIALS

Handouts:

- H1. Agenda
- H2. Rating Scheme
- H3. Sample Notes
- H4. Post-Observation Conference Planning Form

Transparencies:

- T1. Agenda
- T2. Rating Scheme
- T3. Master Chart for Synthesizing Experiences

ADDITIONAL MATERIALS/EQUIPMENT:

1. Charts and rack
2. Blank transparencies
3. Overhead projector
4. Transparency marking pens (multicolor)
5. Broad-tip marking pens (multicolor)

TIME REQUIRED:

90 minutes

PREFERRED ROOM ARRANGEMENT:

A U-shaped furniture arrangement is best.

I. OBJECTIVES:

This segment allows mentors a chance to compare their own observation and conferencing results and practice planning a post-observation conference.

II. PURPOSE:

Mentors establish a method for synthesizing data from classroom observations to prepare a positive post-observation conference.

III. SEQUENCE OF EVENTS: 30 min.

A. Critique Pre-Observation Conferences, Observations, and Post-Observation Conferences. (Note: This activity takes place approximately one week after Segment V.3.)

1. Welcome mentors, distribute H1, T1 Handout 1 and display Transparency 1. Review the three objectives from the previous session, and identify three objectives for this session.
2. State, "In order to profit collectively from your experiences of conducting pre-observation conferences, observations and post-observation conferences, we will review the positive and negative experiences you encountered. Let us begin the debriefing process by charting responses together."
3. Distribute Handout 2. H2, T2 Explain the rating scheme for the pre-observation conference, the observation and the post-observation conference by displaying Transparency 2.

4. Guided Group Practice:

   a. After doing one (+) and one (-) for the pre-observation conference, ask participants to form small groups and share positive and negative experiences. Allow five minutes for each of the three experiences.

   b. Instruct each group to select a spokes-person to present one response at a time. Using Transparency 3, develop a "Master Chart," as items are presented, in the following sequence: T3

      - Positives for pre-observation conference
      - Negatives for pre-observation conference
      - Discussion of how to build on the positives and resolve the negatives
      - Positives for observation
      - Negatives for observation
      - Discussion of how to build on the positives and resolve the negatives
      - Positives for post-observation conference
      - Negatives for post-observation conference
      - Discussion of how to build on the positives and resolve the negatives

   c. Highlight the resolutions for each area and the strategies to increase the implementation of resolutions.

   d. Collect documentation from the participants.

B. Coaching Skills During Post-Observation Conferences 45 min. H3

Explain that increased practice opportunities will reduce stress and increase effectiveness in conducting conferences. State, "In reviewing Handout 3, imagine these are the notes you took during a classroom observation as a mentor teacher."

1. Refresh participants' memories on the process for completing a blank form of Transparency 4 on the overhead and distribute copies of Handout 4. Tell participants that during the pre-observation conference the teacher said her concern was as follows: At least one third of her classes flunked each assignment. Her objective for this assignment was that the students be able to write a descriptive paragraph about a character. H4, T4

   Ask the total group to complete "Introduction" and one point in the "Conclusion" section.

2. Guided Group Practice:

   a. Ask mentors to form triads and finish completing Handout 4.

   b. Have one person assume the role of the mentor and conduct the conference. Another person should assume the role of the beginning teacher. The third serves as the process observer and can create his or her own chart similar to the one used in objective #3. See sample chart that follows:

Post-Observation Conference
(+)
(-)

   c. As a total group, debrief post-observation conference experiences and resolve problems.

C. Summary 15 min.

Help mentors to summarize principles for observing, conferencing, and coaching colleagues. Explain that principles can serve as their checklist or recipe for effective exchanges. Using the list of training expectations participants identified at the beginning of Segment V.3, respond to each one by seeking from the group the principles they have learned during their training.

Ask mentors for any final questions. Then ask them to take three minutes to give feedback on the workshop.

HANDOUT 1/TRANSPARENCY 1

AGENDA

Previous Session: OBSERVING, CONFERENCING, AND COACHING COLLEAGUES' OBJECTIVES

1. Identify instructional elements and components of an effective sequence of instruction.

2. Explain coaching techniques to provide collegial companionship, instructional feedback and analysis of application of teaching skills.

3. Plan and conduct a pre- and post-observation conference based on a classroom visitation.

This Session: APPLICATION, CRITIQUE AND SYNTHESIS OF OBSERVATION AND CONFERENCING EXPERIENCES

1. Review observation and conferencing experiences

2. Critique and synthesize

3. Practice post-observation conferencing and coaching

HANDOUT 2/TRANSPARENCY 2

RATING SCHEME

(+) = positive (-) = problem areas

PRE-OBSERVATION	OBSERVATION	POST-OBSERVATION
(+) 1. Build good rapport with teacher.	(+) 1. Learned a new instructional strategy.	(+) 1. Teacher appreciated opportunity to discuss what occurred in class.
(-) 1. Teacher felt intimidated.	(-) 1. Students did not behave as usual.	(-) 1. Felt unsure about what points to emphasize during the conclusion.

TRANSPARENCY 3

MASTER CHART FOR SYNTHESIZING EXPERIENCES

PRE-OBSERVATION	OBSERVATION	POST-OBSERVATION
(+)	(+)	(+)
(-)	(-)	(-)
(Resolution)	(Resolution)	(Resolution)

HANDOUT 3

SAMPLE NOTES

(T) = Teacher
(S) = Student

Name: I. T.

Period/Time of Day: 3

Date: April 14, 1982

Timeline	*Description of Occurrences/Questions/Teacher-Student Exchanges*
10:14	Teacher standing at the door as students enter.
10:15	Tardy bell rings. Majority of the students seated. Eight students talking, three students out of their seats.
10:19	(T) "Okay, everyone quiet and in your seats. I have papers to return today." Teacher returns to desk, records marks in rollbook. Student monitor returns papers. Teacher writes agenda on the board: *Period 2* Vocabulary Paragraphs – *The Pearl* Homework – vocabulary sentences
10:24	Teacher calls roll, signs absence slips.
10:26	Three students enter the room and take seats. (T) "Students, I want you to copy today's vocabulary words from the chalkboard and look up their meaning in a dictionary and write the definitions on your paper. You will have five minutes to get it done." Three students get up to get dictionaries. (S) "I need a pen." (T) "John, you know materials are your responsibility. Who else didn't bring supplies today?" (Four students raise hands.) "You people will have to borrow from your neighbor or do whatever–I don't have anything to lend." Students borrow paper, pen or pencil.
10:30	Teacher returns to desk. Fifteen students are using dictionaries and writing definitions on paper. Other six sitting, conversing, and doing other class assignments. About half the students have dictionaries on their desks.
10:40	Teacher at podium. (T) "What we're going to be working on today is descriptive paragraphs about certain characters in *The Pearl*. Who are some of the major characters in the story? (S) "Kino is one, Juana is the other one." (T) "Coyotito is one although he doesn't have a speaking part."

Timeline	*Description of Occurrences/Questions/Teacher-Student Exchanges*
	(S) Juan Tomas is one, the doctor is one." (T) "So, these are some of the characters in *The Pearl*. Of those we have mentioned, who are the most important characters in the story?" (S) "You know its Juana and Kino." (T) "What's another one? The doctor is probably another one. These are the characters we know the most about. Now, paragraphs about those characters: 1. The Doctor 2. Kino 3. Juana "We're going to focus in on three major characters today. What is the problem usually with descriptive paragraphs written by students? Why do you think most student descriptive writing falls short? Not enough details. We say things like 'very nice man.' But it doesn't tell you very much about the person being described. So, when you choose one of these characters to write about today, remember to include a lot of details about the character that you choose. These details are already in your head so all you have to do is bring them out. All right, so let's everyone write on this ditto sheet of paper and begin your paragraphs on the bottom half of the sheet after writing the names of the characters on the top half of the sheet."
10:50	(S) "What characters?" (T) "Michael, you have to pay attention. I have already reviewed those once today." (S) "What are we to do with these vocabulary words and definitions?" (T) "Set those aside; I'll tell you about those later. Get started on your paragraphs now." (S) "When are the paragraphs due?" (T) "Tomorrow at the start of class." (S) "What's due tomorrow?" (T) "The character description paragraphs." Teacher distributes dittos.
10:55	Teacher starts circulating among students. "I can tell who paid attention to the directions." Converses with students. Twelve students begin to work on ditto assignments. Six students have their hands raised.
11:00	(T) "I'll be with you in a minute. You'll have to wait to ask those questions."
11:05	(S) "What are we supposed to do with these dictionary words and meanings?" (T) "For homework tonight, I want each of you to create three of your own sentences for each word, showing the meaning of the word.
11:07	Ten students out of 33 are working on ditto sheet–others talking, having heads down on desk, or sitting.
11:08	(T) Return the dictionaries now, and the person who can tell me what your homework assignment is will be able to leave first." (S) "I know! We have vocabulary words, their definitions and sentences showing their meaning and a paragraph to write." (T) "Good class. You may leave first Paul."
11:10	Bell Rings. Class leaves.

HANDOUT 4/TRANSPARENCY 4

POST-OBSERVATION CONFERENCE PLANNING FORM

1. **Introduction**
   a. Conference purpose _____
   _____
   b. Type a statement _____
   _____

2. **Body**
   Statements related to assessments of performance of teacher directed lesson components.

COMPONENTS *TYPE:*	A	B	C	D	E
a. Objective					
b. Value					
c. Initial Instruction					
d. Guided Group Practice					
e. Independent Practice					
f. Alternate Activities					
g. Evaluation					

3. **Conclusion**
   Main points related to future teacher performance. What behaviors would be desirable and will constitute the focus of future classroom visitations?
   a.

   b.

   c.

SEGMENT V.5

OBSERVATION METHOD — SCRIPTING

PURPOSE:

The workshop has five purposes: (1) To identify steps of a teacher-directed lesson. (2) To reflect on effective or ineffective teaching. (3) To learn to keep an objective non-evaluative record of the teacher's verbal behavior, called mirroring or reflecting. (4) To learn to identify the teacher's verbal interaction with the students. (5) To learn a specific learning theory.

DEVELOPERS:

Gloria Sierra and Susan Taira, Los Angeles Unified School District

PLANNING CHECKLIST

MATERIALS

Handouts:

H1. Scripting

H2. Classroom Verbal Communication

ADDITIONAL MATERIALS/EQUIPMENT:

1. Charts and rack
2. Broad-tip marking pens (multicolor)
3. Videotape recorder and screen (optional)
4. Videotaped lesson (optional)

TIME REQUIRED:

40 minutes

PREFERRED ROOM ARRANGEMENT:

A U-shaped furniture arrangement is best.

I. OBJECTIVE:

This activity allows new mentors to learn and practice a method for recording verbatim all verbal communication in the classroom.

II. PURPOSE:

The workshop has five purposes:

1. To identify steps of a teacher-directed lesson.
2. To reflect on effective or ineffective teaching.
3. To learn to keep an objective non-evaluative record of the teacher's verbal behavior, called mirroring or reflecting.
4. To learn to identify the teacher's verbal interaction with the students.
5. To learn a specific learning theory.

III. SEQUENCE OF EVENTS:

A. **Developing Skill** 10 min. H1

Distribute Handout 1, preview it with mentors, and give the following directions:

1. Allow left or right hand margins for notes.
2. Using abbreviations or speedwriting, record key words said by teacher and students.
3. Leave out vowels.
4. Record exact wording.
5. Use squiggly lines to indicate missed words, phrases, etc.
6. Differentiate student statements, audio-visuals, and behaviors.
7. Write as legibly as possible for teacher to read.

B. **Guided Group Practice** 10 min. H2

To give mentors an initial practice with written script, distribute Handout 2 and give the following directions:

1. Divide into pairs.

2. One person should read the first eight lines of script, while the other practices scripting and then reads back.
3. Partners should then switch roles.

Ask the whole group: "How was this initial experience in scripting?"

C. If you have access to videotaped lessons, ask mentors to practice scripting with videotaped lessons. Ask all participants to script the taped lessons. After ten minutes, discuss ways of practicing before being ready to script for a teacher.

D. **Initial Instruction–Application** 10 mm.

To begin discussion, ask the group: "If someone scripted a lesson of yours, what would you be able to learn about your teaching?"

After the discussion, review the steps of a teacher-directed lesson.

1. Objective
2. Rationale
3. Initial Instruction
4. Guided Group Practice
5. Independent Practice
6. Alternate Activities
7. Evaluation

E. **Guided Group Practice** 10 mm.

Using Handout 2, ask mentors to identify the steps of this teacher-directed lesson. Then ask mentors to form pairs, identify the steps of the teacher-directed lesson and write them in the left hand margin.

After the task is completed, ask: "What steps were you able to identify? Give examples from the script."

"In what other ways could you use the script of a lesson with the teacher?"

Explain that after a conference, mentors should leave the script with the teacher.

Troubleshooting Guide

- Encourage participants to develop their own short cuts.
- There is always concern about readability. The teacher usually finds the script easier to read than the recorder because it's his or her own lesson and language pattern.
- Alert the group to the fact that it is easy to get discouraged since this is a new skill. Explain that it takes an accumulation of about two hours of practice to be able to script for a teacher.

HANDOUT 1

SCRIPTING

Description:

A transcription of all key words spoken by the teacher and the learners during a classroom observation period.

Advantages:

- Provides script for analyzing lesson design and implementation of learning principles.
- Provides an objective, non-evaluative record of the teacher's verbal behavior during the observation.
- With practice, can be relatively easy to use.

Disadvantages:

Dedicated practice needed to become proficient.

Technique:

Using abbreviations when possible, record all key words spoken by the teacher and learners during a classroom observation.

( ) Student statement

[ ] Audiovisual

/ / Action/description of behavior

Words not heard by observer. Used also when observer is behind and needs to catch up to current interaction.

Suggested Abbreviations for Scripting

(These abbreviations are basically formed by leaving out the vowels in words.)

absence	abs
around	arnd
board	brd
background	bkgrd
everybody	evrybdy
everything	evrythg
follow up	f/up
front	frt
good	gd
group	grp
homework	hw
page(s)	p or pp
picture	pic
please	pls
ready	rdy
responsible	resp
right	rt
sound	snd
short	shrt
student(s)	S(s)
teacher	T
think	thk
with	w/
word	wrd
work	wrk
wrong	wrng
number	#
sound of letters	/a/ /g/
long or short vowels	ā ŏ
time	x
circle	o
question	?

VERBAL FLOW CHART

Technique for recording who is talking to whom. Useful for recording categories of verbal interaction—for example, teacher question, student answer, teacher praise, student question.

Initiators and recipients of the verbal communication are identified.

Technique

- Create the classroom seating chart on a blank sheet of paper.
- A box is used to represent each student. Put students' names in appropriate box or a particular characteristic you wish to emphasize.
- Arrows are used to indicate the flow of verbal interaction. The base of the arrow indicates the person who initiates a verbal interaction, and the head of the arrow indicates the person to whom the comment is directed.

Examples

Teacher Categories:

\+ teacher praise or encouraging remark

\- teacher criticism or negative remark

? teacher question

! teacher asks a question or makes a comment to the class as a whole

Student Verbal Behaviors:

student volunteered a relevant or correct response

X student volunteered an irrelevant or incorrect response

? student question

! student comment directed to the class as a whole

Alphabetic Notation System:

Q teacher question

P teacher praise

C teacher criticism

R student volunteered a relevant or correct response

X student volunteered an irrelevant or incorrect response

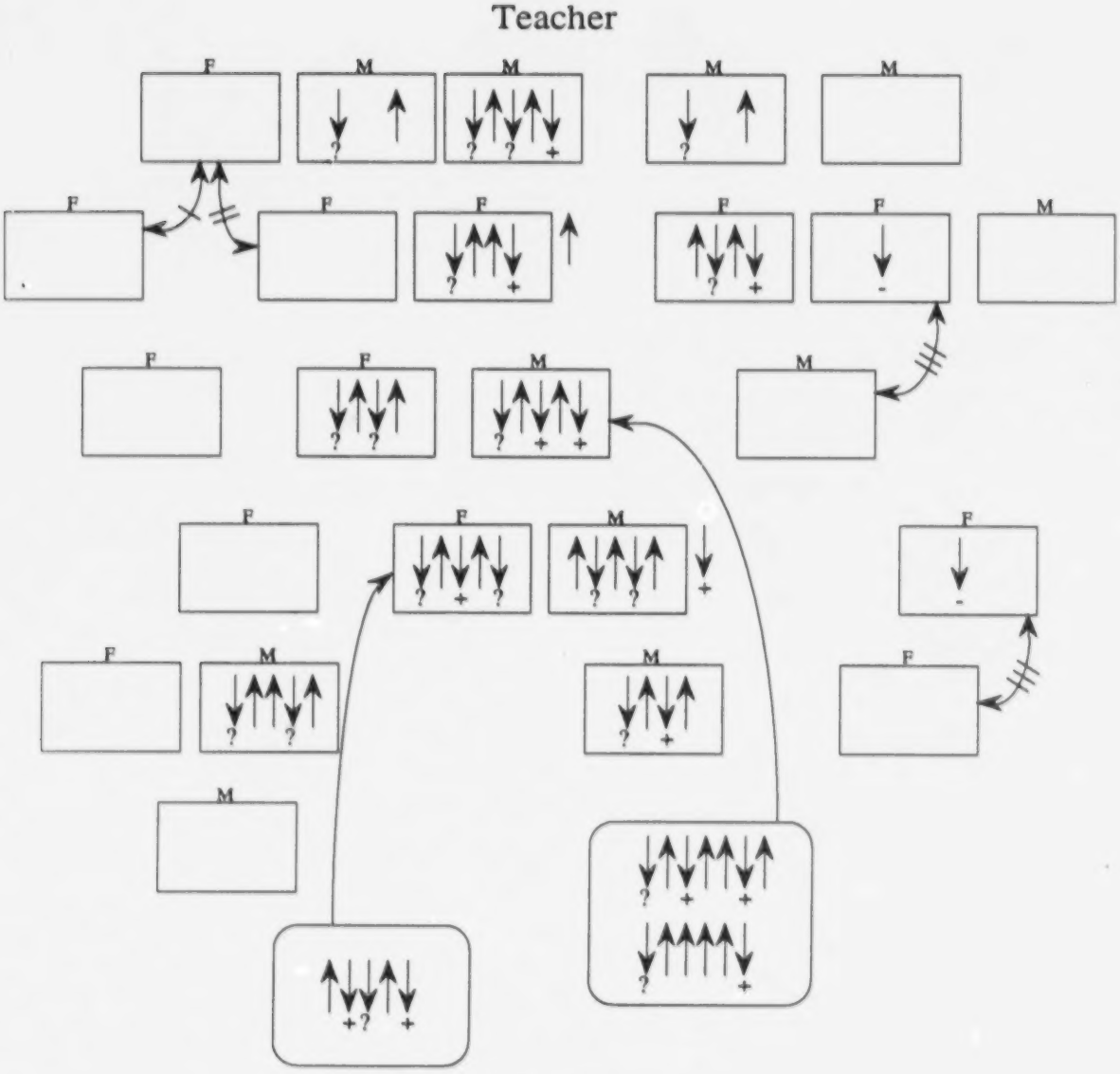
? student question

Excerpted from:

Acheson, K. and Gall, M. (1980). *Techniques in the Clinical Supervision of Teachers.* New York: Longman, Inc., pp. 117-126.

HANDOUT 1

VERBAL FLOW (SAMPLE)



HANDOUT 2

CLASSROOM VERBAL COMMUNICATION

Faces up here, I need your eyes and ears.

Today going to make flowers. First watch me.
Going to make flowers because of a special holiday.
What holiday?

(Cinco de Mayo)

Yes, making flowers for Cinco de Mayo. The flowers are going to be decorations.

Watch and listen first.

You need six pieces of paper to make a fan.
First fold in half.
Then fold in half again.
Fold in half one more time.
When I open paper have lots of lines like the lines you write on.
Now fold in different directions
Forward on the first line
Fold towards me
Which way this time? (Forward) Yes, towards you.

Where have you seen people use fans like this?
(Church) (TV)
What used for? When warm, keeps air moving.

Fold fan in center, what does it look like?
(bow) (butterfly)
Good, thanks.

To make a flower, you take a stem.
Stem is taller than flower.

Fold short part over.

Twist two parts together.

One more thing to make my thing look like a flower.
Separate the layers of tissue paper.
Pull first layer. If it tears a little bit it doesn't matter.
Go to other side and pull the first layer.

I'll walk around so that you can see me pull the layers.

Are you ready? Sit up tall and straight.
Each person take one piece.

If everyone has one piece we are ready to start.

Feet flat on the floor.

(I don't want to make a flower. That's just for girls.)

Let me show you what you can do with the flower. You can use the flower to make a card, put it on your lapel or string them to put on the car for a wedding.

Show me what good listeners you are.

First to make the fan, what did I do?

You did a nice job. Check everyone at your table.

What did we do next?

/Teacher directs students to fan fold papers./

Place fan on desk. Now we'll pass out the tissue paper for the real flowers.

SEGMENT V.6

POST-OBSERVATION CONFERENCE TECHNIQUES

PURPOSE:

This activity gives mentors an opportunity to compare and contrast conferencing strategies and purposes.

DEVELOPERS:

Gloria Sierra and Susan Taira, Los Angeles Unified School District

PLANNING CHECKLIST

MATERIALS

Handouts:

- H1. Conference Strategies
- H2. The Supervisory Conference: A Process for Affecting Instructional Improvement
- H3. Opening Questions
- H4. Focusing Questions
- H5. Planning the Conference
- H6. Coaching Skills

ADDITIONAL MATERIALS/EQUIPMENT:

1. Charts and rack
2. Broad-tip marking pens (multicolor)

TIME REQUIRED:

30 minutes

PREFERRED ROOM ARRANGEMENT:

A U-shaped furniture arrangement is best.

I. OBJECTIVE:

From this activity, the mentor will learn to identify five conference strategies based upon Madeline Hunter's supervisory conference, and to identify appropriate opening and focus questions for conferencing.

II. PURPOSE:

This activity gives mentors an opportunity to compare and contrast conferencing strategies and purposes.

III. SEQUENCE OF EVENTS:

A. Explain that mentors must be able to identify those aspects of a mentee's performance which are critical for success and communicate them to a beginning teacher. A conference, following an observation, is an important communication tool. **30 min.**

B. Distribute Handouts 1 and 2. Indicate that different conferences accomplish different purposes. Then lead a group discussion about the types of conferences. **H1, H2**

Participants should be encouraged to become familiar with each type of conference and to learn to match a situation with the appropriate conferencing technique. You might describe hypothetical situations and ask participants to determine an appropriate conferencing technique.

C. Introduce the concepts of *opening* and *focusing* questions and tell the mentors that incorporating key opening and focusing questions in the conference will provide direction and purpose for the beginning teacher.

D. Distribute Handouts 3 through 6 and discuss opening and focusing questions, the use of the conference planning worksheet, and coaching skills. **H3-H6**

Troubleshooting Guide: To prompt discussion, you might ask participants to contrast the five conferencing strategies listed on Handout 6. Ask which are post-observation conference techniques and which are pre-observation conference in intent.

Indicate that an initial post-observation conference may be used as a springboard for a subsequent observation and conference.

HANDOUT 1

CONFERENCE STRATEGIES

Opening Conference Agenda

1. Establish a comfortable atmosphere and explain conference purpose.
2. Discover if any immediate problems require attention.
3. Explore teacher's and share instructional support person's views about:
   a. The nature of the learner.
   b. The purposes of schooling.
   c. The school curriculum and the subject taught.
   d. Approach to teaching and general teaching style.
   e. Preferences about lesson planning.
   f. Classroom environment and classroom management.
   g. The instructional support relationship: mutual learning.
4. Discuss the instructional support contact.
   a. Who will observe?
   b. How often will observations be made?
   c. Will they be announced or unannounced—or both?
   d. Will observational data from instructional support visits be shared with evaluators?
   e. Will a pre-observation conference always be held?
   f. What form will feedback take—and when will it occur?
   g. What does the instructional support person expect about the courtesies of the visit—should lesson plans be offered, textbooks made available, presence acknowledged, participation invited?
   h. May the teacher request that an unannounced visit be deferred?
   i. What other instructional support resources are available to the teacher?
5. Close conference on positive note.

Pre-Observation Conference Agenda

1. What are the general characteristics of this class? What should an observer know about them as a group?
2. Are any individual students experiencing learning or behavior problems?
3. What general academic progress have they made? Where are they in relation to your goals for the year?
4. What are your specific objectives for the class session to be observed?
5. What is your general pacing strategy? About how much time do you plan to devote to each major objective?
6. What teaching methods and learning activities do you plan to use in order to accomplish those objectives?

7. How do you plan to assess learning and give students feedback?
8. What alternative scenarios have you thought about in case one of the planned activities does not work out?
9. Is this observation to be unfocused or focused? If focused, what will be the focus of the observation?

The Planning Conference

1. Identify the teacher's concern about instruction.
2. Translate the teacher's concerns into observable behaviors.
3. Identify procedures for improving the teacher's instruction.
4. Assist the teacher in setting self-improvement goals.
5. Arrange a time for classroom observation.
6. Select an observable instrument and behaviors to be recorded.
7. Clarify the instructional context in which data will be recorded.

Feedback Conference Techniques

1. Provide the teacher with persuasive non-judgmental data.
2. Elicit feelings, inferences and opinions.
3. Ask clarifying questions.
4. Listen more and talk less.
5. Acknowledge, paraphrase, and expand the teacher's statements.
6. Avoid giving direct advice whenever possible.
7. Provide specific praise for performance and growth.
8. Provide opportunities for practice and comparison.
9. Elicit alternative techniques and explanations.

Source:

Glatthorn, A. *Differentiated Supervision.* Alexandria, VA: Association for Supervision and Curriculum Development. 1984

HANDOUT 2

THE SUPERVISORY CONFERENCE:

A PROCESS FOR AFFECTING INSTRUCTIONAL IMPROVEMENT

Madeline Hunter

Overview

I. Types of Conferences

A. To identify, label, and explain the teacher's effective instructional behaviors giving research-based reasons for their effectiveness so the teacher knows what he or she has done, why it worked, and in the future, does it on purpose.

B. To stimulate the development of a repertoire of effective teaching responses so the teacher is not limited to those most frequently used.

C. To encourage teachers to identify those parts of a teaching episode with which they were not satisfied so that, in collaboration with the observer, strategies for reducing or eliminating future unsatisfactory outcomes will be developed.

D. To identify and label those less effective aspects of teaching which were not evident to the teacher, and to develop alternative procedures which have potential for effectiveness.

E. To promote continued growth of excellent teachers.

For Further Information

Geroa Lawrence and Madeline Hunter
Parent-Teacher Conferencing
TIP Publications
P.O. Box 514
El Segundo, CA 90245

HANDOUT 3

OPENING QUESTIONS

1. What do you see as some strengths of the lesson?
2. Share with me what led up to the lesson.
3. How did you feel about my coming in to observe the lesson?
4. How did you feel about the student responses in the lesson?
5. What are your perceptions concerning the effectiveness of this lesson?
6. How did you feel about the lesson?
7. What things went as planned?
8. What would you do differently?
9. Were you pleased with the way the lesson went today?
10. What unexpected outcomes did you receive?
11. How do you feel your students were responding?
12. What were the unexpected gains?
13. What specific student behaviors were you pleased with in this lesson?
14. What are the good things about your lesson?
15. What things didn't go as you had planned?
16. How did you feel about the lesson?
17. Did the students respond as you had expected?
18. How do you feel about the group you had today?
19. Tell me a little about the group you had today.
20. How did you feel about my being in the room today?
21. Do you think that my being in the class affects the children's behaviors?
22. Help with this, I don't understand.

Purpose of Opening Questions

To gain additional information concerning the teacher's perception of the lesson.

HANDOUT 4

FOCUSING QUESTIONS

1. Why do you think so many students came up to you when you were at the reading table?
2. I'm interested to know why you dismissed the children as you did.
3. What evidence do you have that the students understood the concept?
4. I noticed that you restated the same question several times for Johnny. Why did you do that?
5. What evidence do you have that the students met the objective?
6. What did you build into your lesson to assure retention.
7. When you modeled the new skill you taught today, there was some confusion. How could you have altered that aspect of the lesson?
8. How could you have made your directions a little more clear?
9. What could you have done to prevent the interruptions of the students outside of your instructional group?
10. What other ways could you think of to involve the students in appropriate independent activities?
11. How do you account for the fact that the students were not all clamoring at once to run the audiovisual equipment?
12. How do you account for the fact that five or six students spent most of the instructional time yawning rather than appearing to be focusing on the lesson?
13. What percentage of time during your lesson today do you think you talked, versus the time the students were talking or were actively participating?
14. What did you observe about the students' behavior while you conducted class business?
15. Let's talk about the way the students worked with their lab partners while performing the experiments.

Purpose of Focusing Questions

To narrow the focus of the conference toward the planned objective. To provide the teacher with an opportunity to gain more autonomy in analyzing the lesson.

HANDOUT 5

PLANNING THE CONFERENCE

1. Which conference type do you feel is the most appropriate to use and why?

2. What are a few opening questions you might use?

3. What are a few focusing questions you might use?

HANDOUT 6

COACHING SKILLS

1. PASSIVE LISTENING: You non-evaluatively acknowledge that you have heard the message. You can do this non-verbally by nodding, eye contact, smiling, frowning. You can do this verbally by saying, "uh-huh," "yes," "go on," "is that so," "anything else," or by echoing.

2. ACTIVE LISTENING: You demonstrate that you've heard and understood the message. You can do this by
   a. paraphrasing
   b. reacting to feelings
   c. listening "between the lines"
   d. summarizing

3. QUESTION FOR CLARITY:
   "I am not sure I understand you."
   "I don't quite see what you mean."
   "Could you explain a little more?"
   "Could you be more specific?"
   "Could you give me an example of that?"
   "How often does that happen?"

4. AIM FOR COMMITMENT FROM THE TEACHER:
   Try for an action plan, what the teacher is going to do. Try to make the action plan SMART.
   S = specific
   M = measureable
   A = attainable
   R = relevant
   T = time bound

5. SHARE YOUR RESOURCES:
   "When I had that particular situation, I . . ."
   "That used to happen to me, and I found that . . ."

SEGMENT V.7

SIMULATIONS

PURPOSE:

The mentor will participate in a simulation exercise on observation and conferencing, use opening and focusing questions, and identify and use an appropriate conference strategy.

DEVELOPERS:

Gloria Sierra and Susan Taira, Los Angeles Unified School District

PLANNING CHECKLIST

MATERIALS

Handouts:

- H1. Teacher A
- H2. Teacher B
- H3. Teacher C
- H4. Teacher D
- H5. New Teacher/Teacher Trainee Interview Form

ADDITIONAL MATERIALS/EQUIPMENT:

1. Charts and rack
2. Broad-tip marking pens (multicolor)

TIME REQUIRED:

30 minutes

PREFERRED ROOM ARRANGEMENT:

A U-shaped furniture arrangement is best.

I. OBJECTIVE:

This workshop helps mentors to use one or more conference strategies based upon the perceived needs of a beginning teacher.

II. PURPOSE:

The mentor will participate in a simulation exercise on observation and conferencing, use opening and focusing questions, and identify and use an appropriate conference strategy.

III. SEQUENCE OF EVENTS:

Explain to the mentors that they will be asked to design an effective conference, based upon the strengths and weaknesses of a given beginning teacher. **30 min.**

A. Divide participants into workable groups. No group should have more than six participants.

B. Give each group one scenario, Handouts 1 to 4. **H1-H4**

C. Explain group tasks as follows.

1. Choose a recorder to chart group findings.
2. List in order of priority strengths and weaknesses of a beginning teacher.
3. Identify an appropriate conference strategy.
4. Identify key focus and opening questions.
5. Identify follow-up measures mentors will take after conference.

D. **Follow-up**

Ask group recorders to share their scenario and group conclusions with the whole group. Ask for comments from the group.

Troubleshooting Guide:

Each group should have its *own* scenario initially. Pass out the other scenarios to each group during presentations.

E. Handout 5 is useful for mentors as an informal assessment because the program is continually evaluated for its effectiveness. **H5**

HANDOUT 1

TEACHER A

Teacher A has had a successful student teacher experience and is fully credentialed from a local university. School has been in session for one week before the mentor and the new teacher meet. At their introductory conference the mentee appears stressed and fatigued. During their conversation, the following issues emerge as those needing to be addressed immediately.

Fourth grade classroom
28 Students
18 in Spanish Reading

1. Teacher is monolingual. The bilingual aide appears disorganized and ineffective during reading instruction.
2. There are not enough textbooks in any subject area.
3. Teacher does not know what to do in the content areas when so many students do not read in English.
4. Discipline strategies have been ineffectual.

The mentor's initial observation confirmed what had been discussed in conference. In addition, the students appeared to wander aimlessly about the room. The teacher yelled repeatedly at virtually all infractions. A post-conference was scheduled for after school the same day.

How would you handle the post-conference?

HANDOUT 2

TEACHER B

A young teacher quietly crept to my side one day after a faculty meeting and said, "It was suggested (by the principal) that I ask you for help." We talked until 5 p.m. — just letting him vent his feelings. His concerns primarily involved learning centers and ideas for science/social science curriculum. The following morning I arrived to get an understanding of his class and teaching style.

Papers were stuffed in corners, thrown on the floor, disarranged and falling off shelves. There were no bulletin board displays. Desks had been written on and there was literally dirt in the shelves.

Children were running around the room. Students were sitting on chairs backwards and on desks. The noise level was to the point that the teacher could not hear me knocking on the door. The teacher was bent over quietly talking to a student in the corner of the room . . .

What would you do?

HANDOUT 3

TEACHER C

Mrs. Smith has been with the district for six years. She started teaching after her eighth child graduated from high school. She taught kindergarten for two years and has taught second and third grades for the past four years. I was asked by the principal to help this very nice lady with positive discipline techniques. Typically her class was very noisy, lots of physical altercations among students which resulted in lots of her students in the nurse's office. When I approached Mrs. Smith to explain my role as a mentor teacher, she immediately became defensive and said, "I am not a new teacher!"

HANDOUT 4

TEACHER D

Teacher D is a Kindergarten teacher on an emergency credential. He has been assigned a mentor teacher and eagerly accepts any help given. However, it is difficult to keep him on one subject during conferencing. Teacher D states that he would like assistance in classroom control. The mentor teacher provides Teacher D with various techniques in this area and proceeds to demonstrate them during five directed lessons in his classroom. The mentor is then asked to come and observe Teacher D teaching a 20-minute directed lesson. During the lesson the mentor observes children holding separate conversations, paper being thrown across the room, etc. Mentor then conferences with Teacher D after his lesson and discusses lack of classroom control which hindered the lesson. Teacher D states he felt the lesson was great and that standards restrict academic and social growth of child.

What would you do?

HANDOUT 5

NEW TEACHER/TEACHER TRAINEE INTERVIEW FORM

Date_____

Name_____ School _____

1. How well do you think you understood your responsibilities as a new teacher or a trainee?
   Very well _____ Moderately well _____ Not very well _____

2. Has time been planned for you to receive assistance from your mentor teacher?
   Yes _____ No _____
   2a. (If the answer is yes) Is the time adequate?
   Yes _____ No _____
   2b. (If the answer to 2a is no) What suggestions do you have for making more time available? _____

3. Do you feel that staff (both certified and classified) is supportive of the New Teacher/Teacher Trainee program?
   Very supportive _____ Supportive _____ Not supportive _____

4. Was your pre-training adequate for and relevant to your assignment?
   Very much so _____ Somewhat _____ Not at all _____

5. Are you aware of the resources of your support system?

Region/Division Staff?	Much ____	Some ____	None ____
Principal?	Much ____	Some ____	None ____
Professional Development Center?	Much ____	Some ____	None ____
Other?	Much ____	Some ____	None ____

6. How helpful is the assistance you receive from your mentor teacher?
   Very helpful _____ Moderately helpful _____ Not helpful _____

7. What assistance have you received from your mentor teacher?
   _____
   _____

_____

_____

8. What kinds of assistance from your mentor teacher do you feel you need that you are not receiving?

_____

_____

_____

9. What is your working relationship with your mentor teacher?

Good _____ Satisfactory _____ Unsatisfactory _____

10. Has the opportunity been available for you, the principal, and your mentor teacher to meet together and review your strengths and needs?

Yes _____ No _____

Comments:

_____

_____

_____

_____

_____

_____

_____

_____

V. CLASSROOM CONSULTATION, OBSERVATION AND COACHING:
References and Resources

PROGRAMS AND PROGRAM MATERIALS

Advanced Coaching Strategies (Developed by Kit Marshall)

This program assumes that participants have already had certain basic training in the technical skills of observation, feedback and consultation. It concentrates on strategies for developing coaching *environments* in schools. Topics include scheduling, other resource support, negotiated agreements among participants, establishing focus for a coaching program, etc. For information, contact:

Kit Marshall
Professional Educators' Press
P.O. Box 392
Cameron Park, CA 95682
(916) 677-4420

The Collegial Interaction Process

Described by the teachers who invented it, the Collegial Interaction Process is "a peer coaching project that is working and growing." A report prepared by two participating teachers describes the main purposes and processes of the program, the benefits for teachers as individuals and as a group, and some of the details of scheduling and staffing that made the program possible. For information, contact:

Joy Anastos and Robert Ancowitz
Central School
1100 Palmer Avenue
Larchmont, NY
(914) 698-9000 x257

County Office Peer Coaching Programs

Several of California's county offices of education have developed extensive training programs for districts or schools interested in peer coaching. The Marin and Santa Clara offices are outstanding:

1. Marin County Office of Education. As part of its Teacher Advisor Project, advisors Sandy Neumann and Jeanne Thompson authored a training manual titled *Peer Coaching*. For information, contact:

Jeanne Thompson
Neil Cummins School
58 Mohawk Avenue
Corte Madera, CA 94925
(415) 924-1393

2. Santa Clara Office of Education. This county office developed peer observation and peer coaching training as part of its support for district-level consulting teachers. One product of the county's efforts is *Observing and Conferencing with Teachers in Instructional Strategies and Classroom Management: A Handbook for Consulting Teachers*, developed by Beth Beggs and Kathleen Hausauer for the Santa Clara County Office of Education. For information, contact:

Beth Beggs, Consultant Trainer
1441 Arroyo Seco Drive
Campbell, CA 95008-3322
(408) 377-2340

Peer Coaching: A Strategy for Facilitating Transfer of Training Beverly Showers (1984).

Center for Educational Policy and Management, College of Education, University of Oregon, Eugene, OR 97403.

In 1981, Bruce Joyce and Beverly Showers advocated coaching strategies as a way of increasing the implementation of knowledge and skills imparted during inservice skill training. This document reports Showers' findings from a subsequent study of peer coaching, and includes a description of the training received by the peer coaches.

Rosenshine, Barak (1986, April). Synthesis of Research on Explicit Teaching. *Educational Leadership*, pp. 61-69.

VI. MENTOR AS STAFF DEVELOPER: PRESENTATIONS AND INSERVICE TRAINING

INTRODUCTION

Workshops for teachers are an effective way for mentors to reach many teachers at one time. Although workshops don't have the same flavor of close collaboration that comes with one-on-one work in the classroom, they do allow a mentor to make good use of scarce time when several teachers share the same interest, need, or problem. They also offer a chance for more teachers to see what the mentor has to offer— and a chance for the mentor to show why the title fits!

Even the most exemplary classroom teacher has rarely had much practice in organizing inservice workshops or other presentations for an audience of professional colleagues. Mentors who are fully self-confident with students in a classroom may find themselves uncertain and hesitant when planning or presenting an inservice to teachers.

Los Angeles Unified has proposed a segment on planning and conducting presentations or workshops as part of its renewal training for mentors. However, no segment or script has yet been designed. The segment that we include here was designed by Beth Beggs, Consultant Trainer in Campbell, California, and has been well received by mentors in other districts.

The segment begins with a four part framework for thinking about workshop design. It specifies tasks and approximate levels of effort required for workshop planning, getting the workshop off to a smooth start, organizing the instruction, and coming to a strong conclusion. Discussion centers around ideas of adult learning, and handouts offer specific tips for success.

A "Workshop and Training Design Bibliography" is included as part of the segment materials.

VI

MENTOR AS STAFF DEVELOPER

PURPOSE:

This workshop is designed to help mentors plan and conduct inservice workshops for beginning teachers.

DEVELOPER:

Beth Beggs, Consultant Trainer, 1441 Arroyo Seco, Campbell, CA 95008-3322, (415) 377-2340

Four Steps to Every In-Service Training

9:1 - prep time for development of in-services of 2 hrs. or less
7:1 - prep time for development of longer in-services
1:1 - prep time for repeat in-services

1. Preparation

- Logistics
  - Prevention
  - Room arrangement
  - A/V equipment
  - Refreshments
  - Clean-up
- Handouts
- Transparencies
- Prepared pages
- Evaluations

2. Introduction (25%)

- Of trainer
- Of personnel
- Acknowledgement
- Physical context
- Intellectual context
- Philosophical context
- Of groups–*Get them involved*

3. Instruction (65%)

- Time available
- Adults as learners
- Group interaction
- Impact possible
- Content input
  - Handouts
  - Transparencies
  - Prepared pages
  - Video/films/slides

4. Conclusion (10%)

- Summary
- Restate Objectives
- Restate payoffs
- Thank-yous
- Evaluations
- Clean-up

Logistics

Arrive 1 - 1 1/2 hours ahead of starting time if this can be arranged. Check room and equipment **prior** to day of training.

Room Considerations:

- Location of electrical outlets
- Size of group and size of room
- Can room be darkened for A/V? Noise interference from other trainings
- Contact person should you need assistance and what hours and days s/he available
- Earliest time you can set up room prior to training
- Time you need to be out of room
- Temperature control--heat/air conditioner

Room Arrangement:

Arrange chairs/tables to maximize on-task behavior of the participants (see handout for design and important considerations).

Prevention:

Carry your own supplies of an adapter, extension cord, tape, scissors, pens, markers, plastic adhesive, chalk, white sheet (act as a screen), paper towels, kleenex, and plastic liners for wastecans.

A/V Equipment:

Practice using all the equipment and check position of screen so all can see (off to the right/left of total group).

- Back-up bulbs
- Screen set-up
- Microphone
- Overhead projector
- Movie projector
- Video tape camera

Logistics

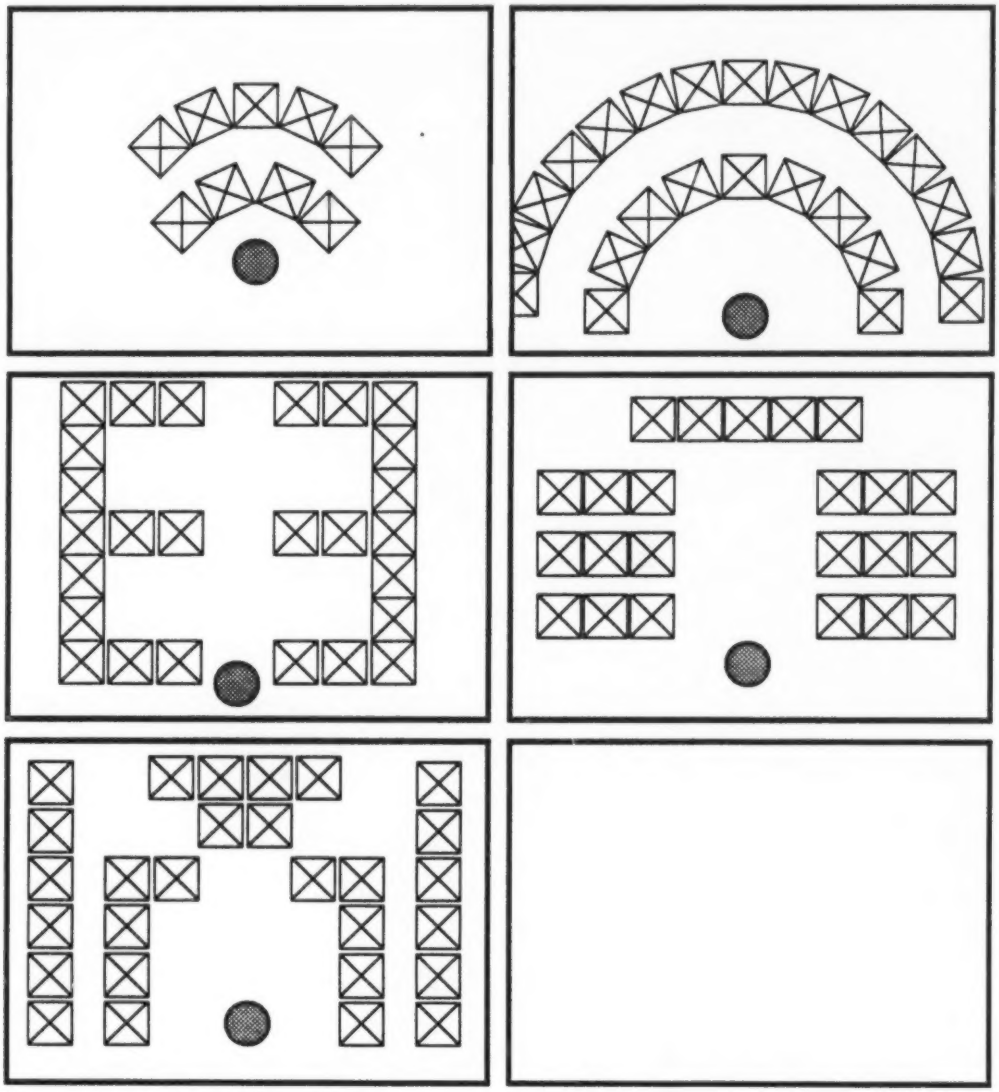
A/V Equipment: Video tape (Make sure you turn down the volume of monitor **before** turning off tape. Use pause button judiciously--overuse will damage quality of tape.)

Refreshments: Hot water for tea; coffee takes at least 15 minutes to heat up. Start heating hot water **first.** Add water at breaks, **not** during presentation.

Clean-Up: Determine in advance if this is your responsibility.

- If there is borrowed A/V equipment, make sure you ask about securing it after presentation.
- Line waste baskets with plastic if serving tea or coffee.

Room Arrangement for Trainings



Important Considerations:

1. Close to trainer
2. Around a central open space
3. If furniture cannot be moved, ask all participants at the back and sides of the room to move to the front and center of room.

= Trainer at front of room

= Seats (Chairs/Desks)

202

1. Handouts

A. Determine the grade level necessary to read your material by using the **Fog Index**.
B. Make sure each handout is **directly** relevant to the content of the workshop. If not, retype and edit until each is.
C. **Limit** the number of handouts to those you will be able to explain thoroughly or are written clearly.
D. Color-code handouts to help organize content.
E. Center work on preprinted borders to increase visual attractiveness.
F. Add graphs and pictures to aid learner in retention and transfer of content.

2. Transparencies

A. Design each transparency to reflect **one** idea, expressed in a maximum of 7 lines, with no more than 6 words per line.
B. Make sure printing is large enough. Use press-on letters, Kroy-type lettering system or enlarge type on your computer.
C. Practice making attractive transparencies. Clip art, accents, preprinted borders and cartoon characters can be used to make professional-looking transparencies.
D. Allow approximately three (3) minutes per transparency.
E. Number your transparencies so that if they are knocked to the floor, you can sort them out easily.
F. Don't talk while putting on transparencies. The overhead will attract the attention of the audience and your spoken word will be missed.
G. Don't turn the machine on without a transparency on the light table. It is annoying to the audience.
H. Maintain eye contact with the audience. To emphasize something, point to the transparency on the lighted table with a pointer or pen. Avoid looking at the screen and teaching with your back to the participants.

3. Prepared Easel Pad Pages

(An inexpensive way for the trainer to provide a contingency plan should the A/V equipment malfunction.)

A. Print in block letters 1 to 2 inches high. Print larger if the group is large and the room deeper than 30 feet.
B. Don't put more than about 10 lines of information on a page.
C. Don't fill the page to the bottom.
D. Write key points in shortened form.
E. When using a series of prepared pages on a pad, leave a blank page between each sheet of content. Pages are thin and can be read through.
F. If you misspell a word during preparation, tape over it with Post-It cover-up tape (4-line width).

Post Important Pages:

1. Put a brief descriptive heading at the top of each sheet.
2. Use plastic adhesive to post pages on wall. Do not post on wallpaper and beware of finishes that may peel off with the adhesive.
3. Don't write on a page after it is posted on the wall. Permanent markers bleed through the paper and stain the wall.

Marking Pens:

- Use wide, felt-tip **watercolor** markers in strong colors. Save red for emphasis.

Miscellaneous:

- Purchase pads with 1-inch grid pattern lines.
- When laminating, do a practice sheet to test permanent and watercolor pens. Certain laminate materials and machines will cause one or the other to bleed.
- If laminating with clear contact, use **only** water-base pen.

Fog Index

or

How Clear Is Your Writing?

1. Take any 100-word sample of your writing

Example:

2. Count the number of words over two syllables.

- Eliminate from your count all proper nouns and words where suffixes such as *ies, ing, ation, er, ed, ious* push the root word to three syllables
- Eliminate from your counts **repeats** of the same root word over two syllables.

10

3. Count the number of sentences. Divide number into 100. Round up or down to get a whole number.

7 sentences
100 ÷ 7 = 14.28
(14)

4. Add the numbers from Steps 2 and 3 above.

10
+ 14
24

Multiply sum by .4 to determine your **Fog Index.** This will be the grade level necessary to read your material.

24
x .4
9.6
(9th grade 6th month)

Fog Index Exercise

"The Conceptual-Specific Learner wants to be able to understand, explain, predict and control realities, and in this sense he can be characterized as the 'little scientist.' He is interested in seeking out and understanding principles, and tends to collect rules in order to give structure to his cognitive world. He wants to know how ideas are conceived and how they are put together.

His is a life of serious research and exploration. He learns by creative thinking; each task mastered is a discovery. His play is work, and his work is play. He is basically serious and is happy being serious."

(Golay, Keith. *Learning Patterns & Temperament Styles: A Systematic Guide to Maximizing Student Achievement.* Newport Beach, CA, Manas-Systems, 1982, pp. 35-36.)

# of 3 (or more) syllable words in this writing sample : **10**
\+ # of sentences (7) divided into 100 and rounded : **14**
Total : **24**

Multiplied by .4 : **9.6**

Grade level necessary to read this selection : **9th grade, 6th month**

Assessing a Group:
Strategies

Before	First 15 minutes
During	At the end...

Introduction

The purpose of the introduction is to introduce yourself, the participants and the training.

1. Introduce self:
   A. Your name (wear a name tag)
   B. Give job title
   C. Establish credentials (why should the audience listen to you?)
2. Introduce support personnel/roles.
3. Acknowledge the group for coming to the training (traffic, time of year, time pressures, etc.).
4. State any trainer's expectations about the behavior of the group. If certain things bother you, this is the time to ask for the participants' help. "My timing is thrown off as a presenter when _____ and as a courtesy to me and the group, I'd greatly appreciate your help."
5. Establish the physical context (housekeeping):
   A. Starting/Finishing time
   B. Breaks
   C. Lunch
   D. Refreshments/Coffee
   E. Smoking
   F. Restrooms
   G. Public phones
   H. Movement in the room
   I. Phone number for messages
6. Establish intellectual context (content and structure of the day):
   A. Agenda (overview of content and process)
   B. Goals (written as outcomes for the participant)
   C. Benefits/Payoffs (write these out and answer the question: *How will the training be beneficial?*)
7. Set philosophical context (framework from which to view the new ideas):
   • new shoes/blue jeans
8. General group introductions:
   Have participants introduce themselves to several other people. See following sheet for suggestions.

Getting Adults Involved

Introductions may be designed to move the group quickly into the content area to be presented. For example, trios or quartets could introduce themselves while discussing issues or personal experiences with an area covered on the agenda.

- What are your expectations for this training?
- What do you do to be effective in _____ ?
- What is the biggest problem you are having with _____ ?

Have the groups compile their answers to the above questions on chart paper which is to be posted as a group memory. Once posted, ask the groups' help in synthesizing the information and be prepared to react to the content of the group. State purpose of the activity **directly** and tie to content of training.

Adult Learning Preferences

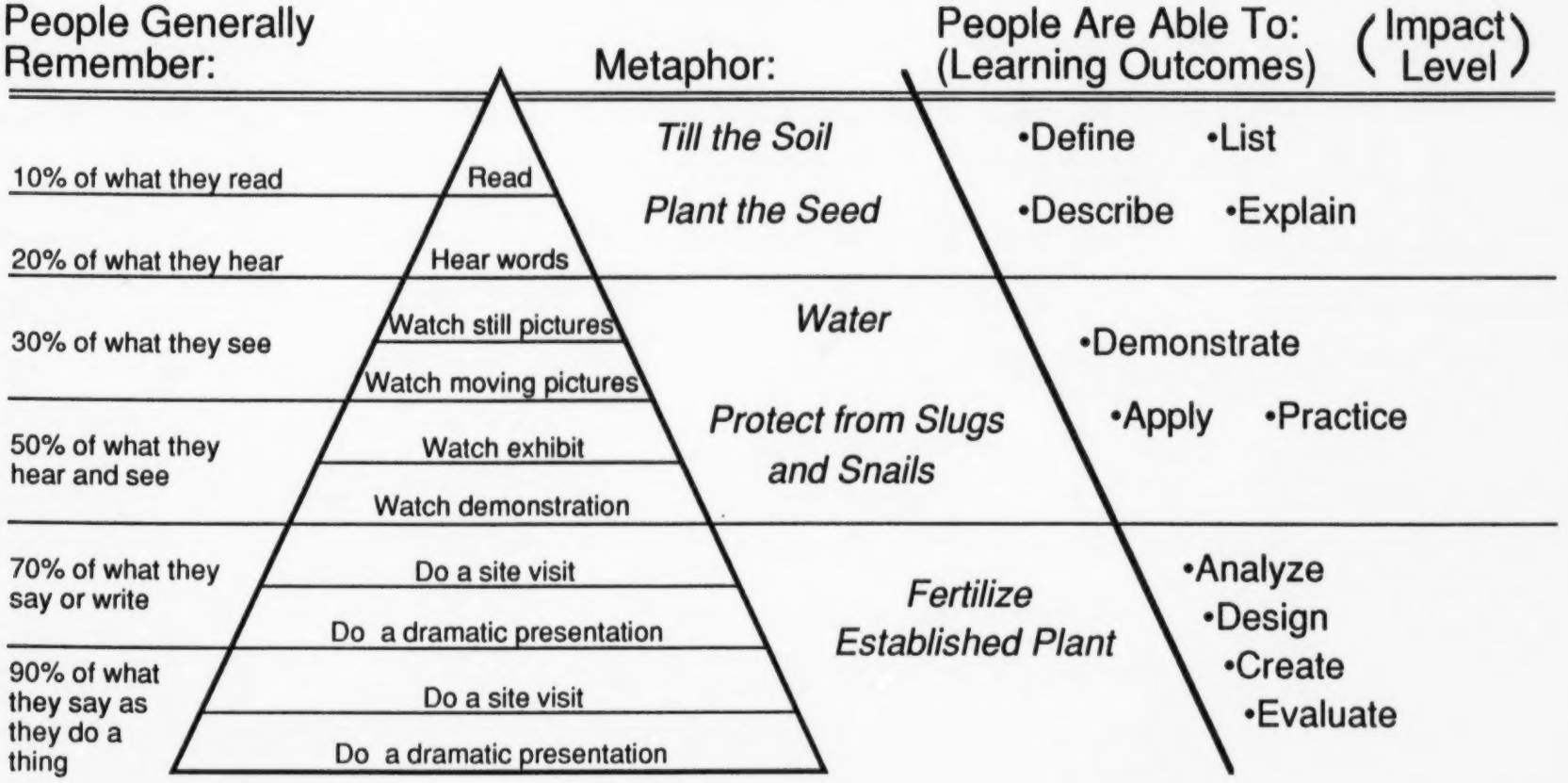
- Most Adults Learn Best by Doing - Get Them Involved!
  1. Adults can learn from the experiences of peers as well as their own.
  2. Adults like small-group interaction to network formally and informally.

- Adults Hate to Have Their Time Wasted
  3. Post clear goals, agenda and benefits.
  4. Find a need and fix it with practical concrete examples.

- Adults Need to Succeed
  5. Provide a "map of the territory" and refer to it frequently.
  6. Protect adults' self-esteem.
     - Clear written directions for activities.
     - Check for understanding frequently– "turn to your neighbor and..."
     - Call on volunteers; never use sarcasm.
  7. Establish procedures for returning from breaks or lunch and a zero noise signal ahead of time.

- Adult Comfort
  8. Establish breaks approximately every 75 minutes. (Smoke break, relief from plastic chairs)
  9. Provide for a variety of refreshments, especially if in-service workshop is after a full day of teaching (coffee, de-caf and regular, teas, juices and healthy snacks).
  10. Graciously accommodate late comers and those who need to leave early even if you don't feel accepting.

Adult Learning - Dale's Cone of Experience



Instruction

The main portion of your training deals with presenting the content. The design of this section is determined by the **Length Of Time** allotted for your class and **Adult Learning Preference** of learning by doing. Realistic expectations can then be set about the amount of impact (change) possible for the participants.

1. Most in-service classes are 1 - 4 hours in length. They require no prior training to attend and are often one-shot trainings.

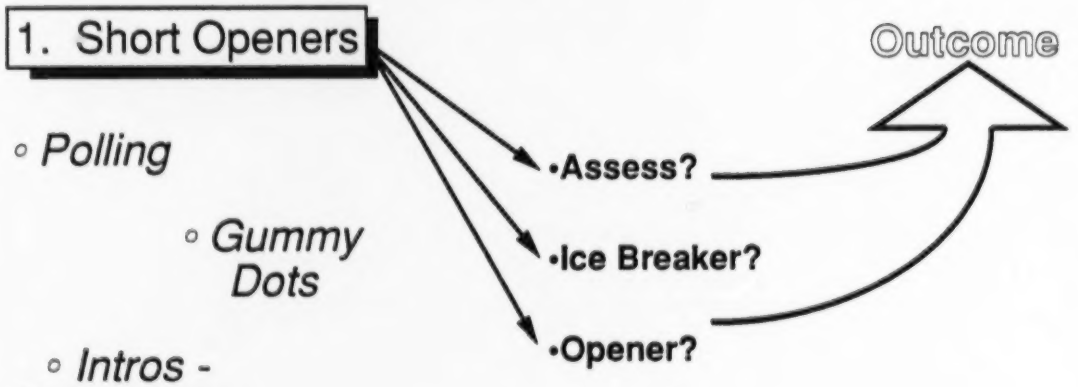
2. Adults learn best by doing. Lecture/demonstration is an effective way to teach basic skills **and** adults need to interact with the content **along the way**.

3. Group interaction takes **triple** the amount of time that lecture/demonstration does. The trainer may have to sacrifice content for the time needed for group interaction.

4. Once the design is determined, a realistic expectation can be set about the amount of impact (change) likely for the participants.

Group Interaction Activities

1. Short Openers



- *Polling*
- *Gummy Dots*
- *Intros - Self/Partner*
- *Post-It Questions*
- *Name Tag & Symbol/Information*

2. Activities During Training Relating to Content

- *Pre test*
- *Learning Log*
- *Simulation*
- *Jigsaw*
- *A/V*
- *Tea Party*

- *In a group create a symbol or drawing which represents the major idea of _____. Post and share.*

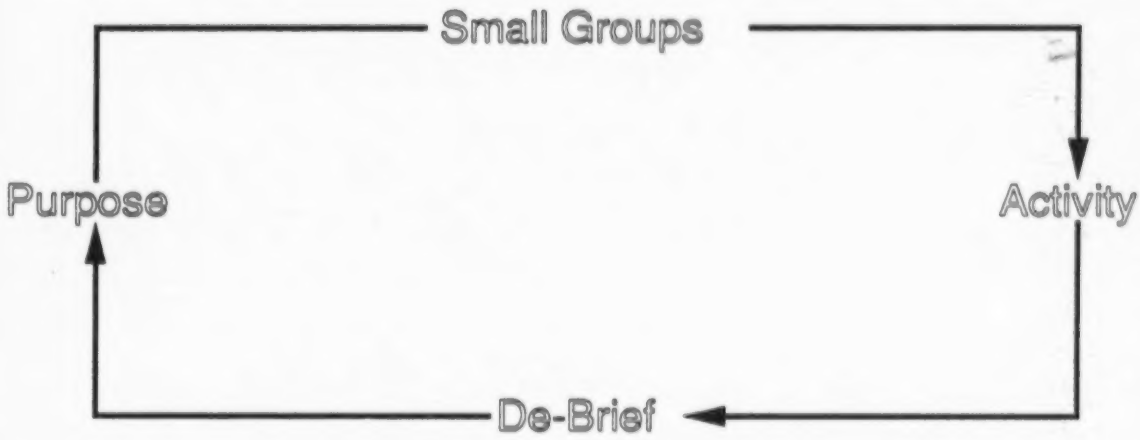
- *Tell a neighbor one thing you have learned that:*
  - *surprised you*
  - *you knew before*
  - *have a question about*
  - *you wished you had known*
  - *you are committed to try*

Group Interaction Activities

3. Energizers - Activities that provide a quick change of pace... after lunch... that 2:30 lull. Activities could relate to the content of the course, but don't have to.

- *Humdinger*
- *Limericks*
- *Invent*
- *Four Corners*
- *Astrological Birth Signs*
- *Elephant, Kangaroo, Cat, 1776, Monkey*

Group Interaction Model



To Small Groups:

1. Give clear, sequential directions, preferably written and shown on overhead.

During Activity:

2. Monitor groups, answer questions, give specific feedback.
3. Give time warning signals.

In De-Brief:

4. Lead discussion of experience. Ask participants for their reactions and what they learned.
5. Summarize learnings.

Purpose:

6. Directly tie learnings to content of training. Tell them what they learned.

In-Servicing Your Own Staff

1. Determine audience norms–What is your faculty like during in-services and faculty meetings?
    - mandated/voluntary
    - District Office "direction"/faculty choice
    - principal present/not present
2. Ask informal leaders on your staff for their support. Share the content and teaching design with them. Take their suggestions and incorporate them into presentation. Ask them for strategies about dealing with certain personalities.
3. Fit within the norm (at least initially)
    - "experienced" **not the** Expert – share, don't teach.
    - Set realistic expectations about audience behavior and audience involvement.
    - Do **not** use body proximity.
4. Be organized:
    - Begin on time
    - Write out agenda, goals and teacher benefits
    - Summarize before ending
    - End 5 minutes before schedule

In-Servicing Your Own Staff
(continued)

5. Support presentation with visuals:

    - Attractive, easy to read handouts written specifically for the workshop
    - Include copies of all transparencies
    - Allow room for notetaking on the sheets

6. Safest presentation method is lecture/demonstration

    - More "content" can be presented than with learning by doing
    - Time is under the control of presentor

7. Limit group interaction to short Focus & Process type questions which are shared with a neighbor:

    Tell Neighbor –
    One thing you learned today that...

    - surprised you
    - you have a question about
    - you knew before
    - you disagree with
    - you are committed to trying
    - you wish you had known before

Conclusion

This part of your training serves as a basic review of all that was presented. This segment should make up 10% of the total training. Don't shortchange this part. Your summary makes the connection between all of the content.

1. Review the content (perhaps through summary pages posted around the room, key handouts or other visual aids).

2. Review the objectives for the training. Give the answers to the participants or have them try to answer. Answer any additional questions.

3. Restate the payoffs for the participants.

4. Evaluation sheets need to be passed out and **collected.**

5. Finish the workshop with some thank-yous. (Attentive audience, people who helped with the logistics or whatever else feels appropriate.)

6. Clean up.

Feedback

Title of Training: _____

Date(s): _____ Time: _____ Trainer: _____

(1-6) Please circle the number that represents your opinion for this training.

Did the Trainer:	*Agree*				*Disagree*	*Does not apply*
1. Present a well-organized workshop?	5	4	3	2	1	d.n.a.
2. Meet the objectives for this course?	5	4	3	2	1	d.n.a.
3. Know the content?	5	4	3	2	1	d.n.a.
4. Present the content clearly?	5	4	3	2	1	d.n.a.
5. Answer the questions clearly?	5	4	3	2	1	d.n.a.
6. Act in a supportive manner?	5	4	3	2	1	d.n.a.

7. What percent of the information was new or relevant to you?
   Circle the %
   0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

8. What parts of this training were especially well-presented?

9. What parts of this training need to be improved? How might this be done?

10. What content would you add or delete from this training?

11. What is one or two of the most important thing(s) you have learned from this workshop?

12. Would you recommend this training to others: ☐ YES ☐ NO

13. Additional comments:

People Problems and Suggested Remedies

1. Rearrange seating after breaks and lunch so complainers are kept non-aligned.

2. Meet with person at the first break and ask for his/her help. Be honest about what the training can and cannot do for his/her expectations, suggest places, resources for this person to meet the interests/concerns not to be met in your session.

3. Let others in the group handle an aggressive interrupter. Ask, "Are there others who feel this way? Please raise your hand." It is very likely the response will allow you to move on with, "Since this matter seems of limited interest, we can discuss it at the next break rather than taking the group's time."

Other Situations and Remedies

4. Off-Task (Grading papers, reading a book, doing a crossword puzzle, etc.)	In your introduction, clearly state what your expectations are about these off-task activities. Walk toward the off-task person and see if trainer proximity stops the offending behavior. If behavior continues say, privately at break, "As a courtesy to me and to the group, please help me by _____."
5. Yes, but...	At first break, privately ask that the person write down the "Yes, but..." kind of questions and the two of you will meet at the next break to discuss the questions.
6. Doubters & Headshakers	Acknowledge these folks for their concern and then continue. For example, "Sharon, I can see you shaking your head and I realize that you don't think that this is appropriate. You know, you may be right. Now, let's continue."
7. Know-it-alls & Dominators	Acknowledge his/her expertise in the subject such as "Brad, I realize you have conducted a great deal of research in this area." Write his/her name on the board and area of expertise as a future reference and then continue with training.
8. Ramblers	When s/he stops for a breath, thank the person, rephrase one of his/her statements and move on. If the problem continues, be direct: say, "I need you to state the main point on the topic we are discussing now."

Workshop and Training Design
Bibliography

This is a sampling of materials to help you design training situations. They are the ones I use most often. They are listed in the order I use them most.

The Winning Trainer by Julius Eitington

Gulf Publishing Company, 1984

This 8 1/2 x 11 spiral bound manual is 400 pages of excellent training strategies–small group work, role playing, simulations, team building, problem solving, using props, etc. It's expensive ($36?) but useful in saving time and designing both meetings and adult training environments. It can be ordered direct from Gulf Publishing Company–Book Division, P.O. Box 2608, Houston, Texas 77001. There is a price break on quantity orders.

Planning, Conducting and Evaluating Workshops

by Larry Nolan Davis, University Associates, Inc.

This simple, typewritten book is a wealth of organizational ideas and considerations. It was first in my collection of books on training and is a straight-forward, common sense basic approach... and kept me ALIVE wonderfully for three years as I learned about giving inservice. It can be ordered from University Associates, Inc. 8517 Production Ave., San Diego, CA 92129 for $15.95 plus tax and shipping. (VISA and MC orders by phone at [619] 578-5900.) University Associates puts out quarterly catalogues of private sector training resources–audio tapes, video and LOTS of books and workshops to improve your training skills. Getting on their mailing list will open up a whole wealth of resources.

A Whack in the Side of the Head by Roger von Oech

Warner Books, 1983

Full of wonderful pictures and stories, this playful book provides an entire arsenal for helping groups unlock their minds to other possibilities. I use it for graphic ice breakers, warm-ups and intros to group activities. Easily read in an evening and frequently revisited! ($9 from local bookstores...) His second book, *Kick in the Seat of the Pants*, has similar great graphics... and some similar idea-generating activities.

Games Trainers Play by John W. Newstrom and Edward E. Scannell, McGraw Hill Book Company, 1980

Another book of training strategies, it is a typewritten and boring format compared to *The Winning Trainer* AND it has excellent ideas from organizational tips to games, problem solving, climate setting, etc. ($14?) Also a second book is available under the title, *More Games Trainers Play*.

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Resource List for In-Service Training

Borders:	Print Shop Program
Graphics:	Creative Media Services – Clip Art P.O. Box 5955 Berkeley, CA 94704 415/843-3408
Colored Transparencies:	(Clear background with red, blue, green or purple color image) 3M #7103 Transparency Film for Infrared Copiers
Colored Markers:	NON-PERMANENT for charts El Marko or Mr. Sketch
Chart Paper:	Ampad 24-032 (Gridded with 1" squares) 50 Sheets, 27 x 34
Transparencies Decals:	Metaphysical Book Stores/ Santa Cruz

Resource List for In-Service Training
continued

Group Interaction Activities:	*More Games Trainers Play* Scannell and Newstrom McGraw-Hill Book Company
Tape:	3M Scotch Post-It #658 4-Line Width A Removable tape for correcting prepared easel pad pages.
Tape:	Scotch Magic Plus #811 Removable Transparent Tape (Clear tape for corners & bottom of prepared easel pad pages.)
Tape:	3M Scotch Book Tape #845 Tape overhead projection cord to floor.

VII. COOPERATION BETWEEN THE ADMINISTRATOR AND THE MENTOR

The mentor's role in schools is relatively new. Mentors have spent much of their time and energy figuring out successful ways to work with beginning teachers, and to gain acceptance and support from their colleagues.

But the mentor role is new to administrators, too. And the newness brings with it some ambiguities. Mentors may not evaluate beginning teachers, but principals must evaluate them. Principals have been urged to become instructional leaders, and now find mentors filling that role.

The mentor and the administrator share a common goal, even though they have some very different obligations and options. Both have a stake in the success and satisfaction of the new teacher.

Locally negotiated ground rules will enable mentors to work effectively with site administrators and beginning teachers. Whatever agreements are established, they must permit each member of the group to satisfy the obligations of his or her job without sacrificing professional or personal integrity.

Los Angeles Unified has not yet developed a fully scripted training segment for preparing administrators and mentors to work together. The outline developed on the following page has been tested with administrators, and will be developed more fully. We include it here because the topic has emerged as an important one that will deserve attention by other districts or states developing a mentor program. The outline reflects the district's view that a team approach will be vital to success.

VII

COOPERATION BETWEEN THE ADMINISTRATOR AND THE MENTOR

Developed by Norm Marks

A critical aspect of the mentor teacher program is that of working with the school administrator to ensure the training, support and acceptance of the new teacher to the local school and its culture. It is important that a team approach is adopted. The administrator is the key to the success of the mentor and new teacher relationship. There is a need to clarify the expectations and roles very early in the process. In the following outline, some of the most central areas of cooperation are listed.

I. Roles and Responsibilities of the Administrator
   A. Ground Rules
      1. Program administration and accountability
         a. Mentor log
         b. Mileage
         c. Impressed funds
         d. Substitute funds
      2. Mentor responsibilities
         a. Ratio of mentors to beginning teachers
         b. Clear delineation of roles
         c. Confidentiality
   B. Role of the Principal in Training and Development of the Mentor
      1. Preparing the mentor to understand the school context
         a. School turnover in students and staff
         b. Curriculum priorities and needs
      2. Resources available to the mentor
         a. School, regional and district resources (type, access)
         b. Be aware of and promote conferences, inservices, workshops and staff development needs
   C. Effective Communication Channels
      1. Meetings for establishing priorities and goals
      2. New teacher orientation jointly planned and conducted by administrator and mentor(s)
      3. Schedule time to discuss concerns and decisions with beginning teachers
      4. Flexibility in schedule and agendas to deal with unforeseen developments

II. Mentor Skills That Should Be Recognized and Expected by Site Administrators
   A. Interpersonal Relations
   B. Classroom Management
   C. Curriculum
   D. Variety of Experience with Grade Level, Ethnic Groups, Student Ability Levels